

The **H** *Magazine for the Christian Home*
Hearthstone

JUNE, 1961-25c



- **God's World—Lawrence Bixler**
- **All Families of One Father—Carol Albright**

The **H** Magazine for the Christian Home Hearthstone

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Contents

ARTICLES

God's World	Lawrence Bixler	1
All Families of One Father (Article for Parents' Discussion Groups)	Carol Albright	4
Is Every Other Teen-ager Doing It?	Elaine Holcomb	10
When a Father Comes Home	Mildred M. Merrifield	12
Keeping Contemporary (Article for Parents' Discussion Groups)	Edward B. Jones	19
How To Be Happily Married	J. Francis F. Peak	21

STORIES

Not My Own	Eileen M. Hasse	7
Story for Children Sue to the Rescue	Grace W. McGavran	18

FEATURES

Biblegram	Hilda E. Allen	2
A Perfect Lighting System	Alfred I. Tooke	9
Family Worship		13
Two-Way Crosswords	Ollie James Robertson	20
Meeting Plans for Parents' Discussion Groups		
1. God's Children, All	Carol Albright	24
2. This Is My Father's Universe	Carol Albright	25
1. Is Your Education Obsolete?	Edward B. Jones	26
2. Understanding the Times Your Children Live In	Edward B. Jones	26-27
Climb Your Family Tree	Jean Leedale Knight	27
Family Counselor	Donald M. Maynard	29
Books for the Hearthside		31
Over the Back Fence		32
Poetry Page	Inside Back Cover	

Cover Illustration by Art FitzSimmons

Published Jointly Each Month by

Christian Board of Publication

The American Baptist Publication Society

WILBUR H. CRAMBLINT, *President*

RICHARD HOILAND, *Executive Secretary*

P.O. Box 179, St. Louis 66, Missouri

1703 Chestnut St., Philadelphia 3, Pa.

Vol. 13

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No. 6

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Second class postage paid at St. Louis, Missouri, and at additional mailing offices. All books and printed matter referred to in *Hearthstone* may be ordered from either publishing house. All prices are subject to change without notice.

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Price, 25 cents per single copy; five or more copies to one address, 20 cents each (60 cents per quarter); single subscription, \$3.00 per year. Foreign postage, except Mexico and Canada, 50 cents additional.

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Printed in St. Louis, Mo., U. S. A.

A
C
P



A Happy Marriage. A great deal has been written about the various factors that are involved in creating a happy marriage. *Hearthstone* presents a different slant in the article "How To Be Happily Married" by J. Francis F. Peak. Instead of basing his article on psychological findings, he passes on what married couples of his congregations have found to be the most important factors in making their marriages happy. The findings are quite significant.

IS EVERY OTHER
TEEN-AGER
DOING IT?



Everyone Is Doing It! Parents and teen-agers alike are perplexed with the "Everyone else is doing it!" catchall-statement. Parents usually want to know if this is really so or just an excuse. Teen-agers generally need some method of getting their desires fulfilled, and sometimes use this statement to insure success of a request. You will want to read how parents and teen-agers can become aware of what is involved in this problem and how both may deal creatively with the demands of group pressure in the article "Is Every Other Teen-ager Doing It?" by Elaine Holcomb.

Family Worship Booklet. Have you started making your "Family Worship Booklet"? It is quite simple to do so. Cut out the worship pages—13, 14, 15, 16, 17. Record the date and the theme on a Contents page. Then add the five pages to your looseleaf notebook and watch your worship booklet grow. When questions or problems or interest arise regarding themes collected, you will have a ready file to aid your family in its Christian growth regarding these concerns.

About the Cover. Going camping—a family or church group? Don't overlook the wonderful opportunities of sharing the discovery of something "new" in God's world.

Coming Soon. "Attuned to God's World" by LaDonna Bogardus; "The Teen-ager and the Church" by Alfred P. Klausler; "His Genuineness Wins People's Hearts"—a story of the child-singer Eddie Hodges by Aubrey B. Haines; and others.

Until then,
R. C.

by Lawrence Bixler



GOD'S WORLD



be seen in its failure to give adequate foundation for living as persons. As man boasts of his control of all things, he should be aware of the increasing social problems of our time. These are evidences of man's failure to control himself or his fellow man.

Because of the increase in juvenile delinquency, divorce, and emotional disturbances, many may feel that the world no longer belongs to God; that it belongs to the devil. They feel that there is nothing good in man; that he cannot be man unless he is evil. This attitude may be a reaction against the view that man is essentially good. The fact is that man is capable of and can choose either "goodness" or "badness."

Because of this, parents must begin to teach children, early in life, that they are free to make choices. The best way to do this is let them choose in small matters such as what clothes to wear, what books to borrow from the public library, what seeds to plant in a small plot of ground. As they grow older, the scope of their choices becomes wider. Obviously, some of these choices will be "good," others "bad." Whatever the choice, parents love their children. Because of this constant love, children learn from their choices to make better ones. The realization of their parents' constant love will help the children to begin to understand God's constant love as his children use their freedom to choose between good and evil.

In contrast to these views of the world, stands the Judeo-Christian view. The whole Bible teaches that regardless of evil in the world, in the end God will triumph and destroy evil. The story of the flood in the time of Noah sets forth this message. The psalms abound in expressions of God's majesty and power. The ultimate triumph of God's kingdom is emphasized even more in the New Testament. Many passages, whatever else they may say, emphasize this triumphant note.

One may ask, "Does the Bible

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IN THE DEVELOPMENT OF HUMAN PERSONALITY, attitudes toward one's self, others, God, and the world in which one lives are crucial. If one believes that the world is constantly "against" him, this certainly will warp human personality. If, on the other hand, one is able to bear a certain amount of frustration, and yet see in the world opportunities for realizing a fuller self, such a one has attained a high degree of emotional maturity.

our time that man has discovered tremendous power such as never has been known before. At the same time man feels insecure in the presence of it. Man not only has mastered this earth, to a large degree, but he has made tremendous strides in conquering space. These great advances have caused many to feel that the world belongs to man. This means that man controls all things. Such a view is found among the humanists and secularists of our time. The inadequacy of this view can

It is one of the paradoxes of

—Luoma Photos

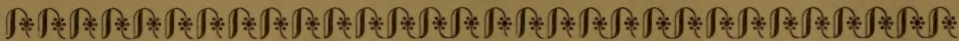


Mother and daughter enjoy the beautiful crimson, rhododendron blossoms in the mountains of North Carolina.

say not to be conformed to this world?" This is true, but it does not mean that God has lost control of his world. From the viewpoint of a Christian, the physical world is looked upon as the creation of God. It is not evil in itself; for the Bible states that as God completed each era of creation, the comment was, "God saw that it was good." Again and again throughout both the Old

and New Testaments, one reads statements about God as Creator and Sustainer of the universe. The Christian sees the physical world as a trust from God to be used for spiritual ends and purposes. It is God's world because he created it and he sits in judgment on man's use or abuse of it. Parents can help their children to grow in understanding that this is God's world and that they

have a responsibility for—a stewardship—in helping to care for it. This includes public property as well as that owned or rented by the family. As children carefully care for their own room, as they clean a park area where they have enjoyed a picnic, or leave a camp site as clean and attractive (or more so) than they found it, or refrain from littering a highway, they are good stewards who use



b

IBLEGRAM

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The dark squares indicate word endings.

Reading from left to right you will find that the filled pattern will contain a selected quotation from the Bible.

A Circus funny man -----	6 39 24 65 54
B Part of a needle -----	18 100 109
C Meadow -----	60 3 21 67 63
D Easter flower -----	81 1 29 84
E Small coin -----	19 102 92 34
F Was fond of -----	8 36 88 108 15
G Cavity, or pit -----	104 11 80 70
H Color of midshipmen's caps -----	2 27 66 49 42
I Afraid -----	105 38 12 72 55
J A top attached to a cord -----	33 61 106 53
K First finger -----	98 17 93 43 46
L Bird on a coin -----	95 35 103 68 44
M Spell of work -----	111 50 64 25 10
N Soft, wet land -----	45 7 31 94 99
O Where a ship's cargo is stored -----	83 77 40 107
P Rear end of a boat -----	58 73 56 87 14

Q Movement of air -----	85 13 78 110
R Tax for driving over a bridge --	82 96 4 9
S A caterpillar is one -----	37 86 48 101
T Tempest -----	23 75 59 41 69
U Hired -----	57 47 97 26 28 71
V Put off or hinder for a time ----	22 76 5 89 51
W Hawk's claw -----	16 79 62 30 90
X Plodded through water -----	52 74 32 20 91

(Solution on page 28)

	1		2	3	4	5		6	7	8	9
	10	11		12	13	14	15		16	17	18
	19	20	21	22	23		24	25		26	27
28		29	30	31	32		33	34	35		36
	37	38	39	40		41	42	43	44	45	46
47	48		49	50	51		52	53	54	55	56
57	58		59	60		61	62	63		64	
65	66	67	68		69	70	71	72	73	74	75
76		77	78		79	80	81		82	83	84
	85	86	87	88		89	90	91		92	93
94	95		96	97		98	99	100		101	102
103	104	105	106		107	108	109	110	111		

"Goodness" and "badness" are the results of choices. A child learns to choose in small matters such as what stories she wants to have read to her.

God's world well. As they work a garden plot, fertilize and care for the earth so that it produces more for man's enjoyment or well-being, they are working with God.

As the Christian views the world of people, the central fact which gives meaning to all others is expressed in the golden text of the Bible: "God so loved the world that he gave his only Son. . . ." The Christian is aware of human frailty, weakness, and sin. He believes that it is God's world because his means of redemption is sufficient. God valued persons enough to give his Son. Jesus spent much of his ministry demonstrating by his acts of love and compassion the value he placed upon persons.

The worth and dignity of every human soul also must be made clear to children. This is done as parents show genuine respect to all persons. When parents are concerned about the spiritual welfare of others, near or far away, their worth and value are communicated to children.

In addition, the drama of salvation is lived out in family relationships. When children do wrong, there inevitably follows a sense of estrangement from their parents, even though the parents are not at once aware of the wrongdoing. This sense of estrangement finally leads to knowledge of the act, to the parents' loving forgiveness of the child, and the sense of peace that restoration brings. This is the human parallel of God's redemptive love.

In still another sense does the Christian see the world as God's world. To him the world of pleasure and possession is a sacred trust. He has times of enjoyment, but he must be conscious that this, indeed, is a blessing from God.



Children can be guided to think of their responsibility as stewards in the care they give their bodies and precaution for physical health and strength. This includes the games they play—whether they are healthful and re-create energy and strength. God's good plan for his children makes possible this kind of healthful enjoyment. They also can consider and form a code of what makes a good time for Christians. God has given us time: days and seasons and years. Children can be led to value time as a gift from God.

The Christian learns to use whatever comes to him for God's glory. This gives man a definite responsibility. He is a steward of all of life. It makes a difference what one does with his life, his time, his interests, his abilities (or potential abilities), and his possessions. These are not ends in themselves but all are to be used

for God's will and purposes.

As children are guided to think of the world as God's; as they learn to choose the good; as they grow in understanding their stewardship in caring for themselves and God's world it is natural that they also will want to be stewards of their possessions and use them to extend God's kingdom.

To believe that this is God's world brings hope to all mankind. The story of the Bible is a story of God's coming to man to save him. God never does this against a man's will, but he offers his grace and mercy abundantly to man. Christ brings guidance and discipline to men. He brings redemption and cleansing to the sinful and guilt-ridden. This is the Christian evangel to our world. When parents understand this, their children are likely to develop a similar understanding and attitude.

All Families

*The oneness of the family
of God is a two-way street*



—UNICEF



—Courtesy of Vanessa and Jewell Drew

"WHY DIDN'T YOU TELL ME?" my neighbor cried to her little girl. "I didn't know that Susan you talk about so much is a *Negro* . . . or that Billy is a *Mexican*! If Mary's mother hadn't said so, I might have invited them to your birthday party."

"Well, what difference does it make, Mommy?" her six-year-old Ellen asked innocently.

Later, my own daughter Ariel continued the questioning. "What was wrong with her, Mommy? Why did she get so upset that Susie is a Negro and Billy, a Mexican? They're people, aren't they, just like us?"

Parents are often confronted with incidents like this one in our ever-changing society. How should we deal with them? Perhaps we should begin by an explanation that some people are afraid of what they do not understand. If they have never been acquainted with a nice person of another race or culture, they may be fearful and suspicious.

Perhaps it is time to sit down with *ourselves* and get in mind the fact that all families are of one Father, just as the universe is all of one Creator. No one denies the value of a ruby or a diamond, a tree or a flower. Each is a worthy creation, and recognized as such. In the case of human beings, we often stumble in our efforts to understand their equality and value. We forget that each child of God is an individual with the right to personal dignity and individual worth.

Too often it is, "I don't want my children contaminated by that influence," rather than a spirit of, "Perhaps our influence can help that person take his place in society." Most agree that everyone has his place and his rights, so long as they do not brush or come into contact with *our* place and rights. This is not enough. In this shrinking world of ours, it is not possible to keep people at arms length. Surging humanity converges upon us. Bigotry and intolerance can spell destruction to our whole way of life in a few short years if we do not wake up. Parents *must* learn more tolerance, understanding, and compassion, that these necessary attitudes may be developed by their children.

This can be done in many ways. A family which

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of One Father

by Carol Albright



—Max Tharpe Photo

seeks to understand its fellow men can begin through a study of a new language with records. Travel books are readily available for the family to read aloud. Family trips will serve to acquaint the family with the culture, customs, and yearnings of different people. A study of religious attitudes of various races is helpful in making a family aware that all men strive toward worship of a higher Being. Family ventures in cooking recipes from around the world can be an interesting means of feeling kinship with those of other lands.

From the time children are small there are opportunities to help them know that people are related through God; that they are one in their emotions, their need for faith, and their physical requirements; that they feel heat and cold, love and pain, sorrow and joy as do all of us.

The church's missionary education program can do much to help a family understand that all men are men. Opportunities to talk with a returned missionary or other foreign traveler may afford a better glimpse of families around the world. The foreign exchange student program, various summer educational tours or workcamps available to youth can be another window upon our brothers of the world. Understanding comes from knowing people. It is possible to have a foreign exchange student live with your family. There are plenty of opportunities available if we will use them.

Our family was greatly enriched by a move to a town in which the "white-American" was in the minority. Our neighbors were Spanish, Indian, and Japanese-American. What a festival of customs, dress, and recipes our neighborhood provided. Like most children, ours love to dress up. We found that a Japanese kimono housecoat was a cherished gift to our daughter, and colorful Spanish-inspired clothes made our children beam with pride. It was an opportunity for sharing the good things of another culture. What of the bad things? We met up with some of them too, but the good far outweighed the bad.

We can no longer hug our good fortunes to ourselves and ignore the needs of our brother nearby or far away. By jet plane, none are really far away

anymore. We need to teach our children compassion starting with the less fortunate schoolmate whose low family income does not cover extras. Sharing not only of things, but of themselves can enrich children's lives. The oneness of the family of God is a two-way street. Not only must we believe it, we must teach it by our lives: Not as a fad—not slumming—but as a way of life! We must learn to share all we are and have with not only our close friends, who are like us, but with those other brothers who are not.

"Variety is the spice of life," it is said. Even in a small family unit, personality and looks differ. How dull it would be if we were all alike, like so many carbon copies of one another. Human personality, happily, is a unique combination of inheritance, heritage, environment, and choice, combined with that special oneness—a likeness to our heavenly Father.

He who created all men of one flesh made for man a universe as varied as mankind. Yet it is basically ordered and safe for his beloved creatures to explore and conquer and inhabit. God made man to have dominion over his universe: Not just white man, but all of his family. Our children deserve a chance to understand not only other men, but the security of their God-given universe. How quaint the customs and strange the terrain of other lands seem to us. "That's typical!" we say as we see or hear of a tendency of a Scotchman to be close with his money. Is it, really? No one is really typically American, except as a composite picture of us might exist in the over-all picture we present to the world. So it is with other peoples. Yet there are similarities in needs and natures. The oddities of culture combine with expediency, technical knowledge, climate, and personal taste to determine how persons live and

think and act.

As man has found, there is a safe and healthy way to live together. Love and concern for one another is the rule. There are rules for physical survival within the universe, also. Man's security is tied up in his faith in the essential goodness of the world he inherited. Families need to develop knowledge of their world in order to establish trust in it. Family trips, reading of books, TV discussion, and other projects will help reveal that man is in partnership with God in developing and controlling the forces of the universe. Men have learned to drain swamps and make them into useful land, water the desert that he might live there, cultivate mountains and increase the yield of the plains. Some have chosen to live under water, upon the water, and may eventually spend life in space. Present conjecture as to the time a trip to the moon would take suggests that someday one might live an entire lifespan "on the way," to some distant star, with only his descendants actually arriving at their destination. It sounds frightening, and yet it is not. The airplane sounded just as impossible and frightening sixty years ago. Man can live just about any place in all creation if he knows and abides by the natural law governing that place. In most cases the "odds"

can be conquered with know-how. The earth yields natural protection as it operates within the bounds of the governing laws of nature. Man can depend upon the sunrise and sunset, the seasons, God-given intelligence, the earth's yield, and man's essential likeness to his Creator.

A family may engage in activities which help them experience the dependability of God's natural laws, and build inner security for its members. Through gardening, vacationing, science studies, or reading projects, one may come to understand better the world and its people. Such knowledge dispels fears and builds security. For example, a mountain hike is more helpful than a drive over a mountain highway with its awesome heights. Family discussion of "What ifs . . ." or "Are there people in outer space?" can stretch the mind to prepare it for future discoveries about the universe. Reading without such discussions sometimes raises serious doubts, fears, and questions. Talking about them may bring out a similar experience man has had in the past in dealing with an unknown factor in life. All family experiences in exploring the world and its people should seek to further their desire to live and work within the guiding principles of the creation. Such acceptance of natural law is in itself a means toward inner security.

It is important to a person's peace of mind and security to know that no man can be deprived of his spiritual inheritance of dignity and sonship to God. In this changing, unpredictable age, it is important also to know that the universe is ordered, and man can depend upon God for that stability when his own searching and questing take him into the unknown about the nature of God's creation.

God is the Father of all. He has created a universe whose wonders and marvels we have barely scratched, and whose terrors are not half so significant as are its miraculous life-giving and enriching potential.

You and your child, and I and my children are the recipients of this gift of immeasurable treasures for all of man's needs and enrichment. If we do not waste our lives being unnecessarily suspicious of our brothers, or fearful of danger, ours will be the unique experience of knowing more of the wonders of God than any preceding generation. Are we big enough to overcome petty fears and live the larger life of fellowship and dominion over all God has given us? This is a gift we must try to give our children.

This is not merely a pollyanna approach. It is true that we must beware of the snakes, the land-slides, communism, hate, and other physical and intellectual common enemies of man which would prevent us from achieving life as God envisioned it for man. We need to deal with these things intelligently and without hysteria. We must get rid of man-made bugaboos and obstacles, and join hands to explore the total personality of all of God's family and the total "backyard" he gave man to roam—the universe.

(See meeting plans on pages 24, 25)

The Argument

Small Jamie liked my watering can—
A tiny one, bright red.
One day he planned to take it home;
"This can is mine," he said.

"Oh, no!" I told him, yet he still
Insisted it was his.
He took a pencil from my desk
And marked it. "See, it is!"

"My name is on it." Just so, we
Adults are prone to claim
What God has loaned us. We as well
Have marked them with our name.

—Clarice Foster Booth

*Fay . . . steeled herself
against the visit of her mother-in-law*



Illustrated by Joan Fredman

Not My Own

by Eileen M. Hasse

"JOHN, PERHAPS YOU'LL PRUNE MY APPLE TREE this afternoon," Mother Barton was saying.

There was no perhaps about it. Fay straightened and steeled herself against the visit of her mother-in-law.

"Can't she see that John belongs to me, now! Why can't mothers give up their sons! Was Mother Barton typical or was she unusually possessive?" Fay could

have screamed these and many other biting remarks.

"Sure! I'll drop by this afternoon on the way home from work." John was especially obliging since his father had passed away.

Mother Barton lived but a few houses away. Many times Fay wished it were a few miles. Time with John was precious since little Rodney had come into the family. Also, John worked long hours trying to work himself up in the

aluminum factory where he was employed.

"That is, if he doesn't work overtime," Fay put in her jibe. "John works so hard I scarcely see him at all."

"When you get to it, John," Mother Barton said sweetly. She was always much too sweet about things. "The reason I came this morning was that I wondered about the insurance dividends."

It was nearly time for work. Dividends, the automatic washer,

The author is a free-lance writer.

the apple tree or her arthritis! There was always something. Then John would tear away from home hardly having time to notice little Rodney in his high chair. Of course, Fay didn't mind being slighted, herself. She was a big girl now. "One surely grows up fast," she had often said during their short married life. "Just yesterday, a carefree girl! Today, a woman rearing her child!"

It wasn't that Fay regretted her marriage. Quite the contrary! She couldn't imagine life without John—and Rodney, now that he was here.

"But, I'm holding you up," Mother Barton seemed to feel the heavy silence.

"Oh, no," Fay said. "It's quite all right." Then, as if to make amends for her ugly thoughts about Mother Barton she said, "You'll eat with us Sunday noon? It's Rodney's birthday, you know."

"Oh, I haven't forgotten," Mother Barton cooed. "I have the sweetest little horse for him. It's smooth plastic and—"

She thought every boy should have a horse! Fay knew it! Mother Barton smothered Rodney with affection. She spoiled him rotten with too many gifts. She insisted in shaping his personality to fit the pattern she had drawn up. Fay drew herself up mentally. "I thought as long as you always ride to church with us you may as well stop for dinner." It was an idiotic remark, Fay knew. Yet, it seemed the only thing to say.

Then Mother Barton went as quickly as she had come. John vanished and Rodney was busily massaging scrambled eggs into his naturally yellow hair, making it more yellow than ever. Fay looked at the morning disorder about her. She kicked the cat that Mother Barton had purchased for Rodney.

"Every child should have a pet," Mother Barton had said. "It teaches them responsibility."

"Teaches WHO responsibility!" Fay snorted. Then she fed the forlorn cat some milk from the

● SUMMER BRINGS the wonderful out-of-door experiences—camping, picnicking, hiking, swimming, or just plain relaxing. It is a good time to help your children to become aware of God in nature. Don't miss the article "Attuned to God's World" by LaDonna Bogardus coming next month in *Hearthstone*.

breakfast table, hating herself for kicking a defenseless animal.

"Na-na," Rodney said. That was his name for Grandmother.

"No, Rodney, you've seen enough of Grandma for today." Fay turned on her heel and began to clear the breakfast table.

"We'll walk to the beach today." Then to herself she said, "Plastic horse, indeed! Cat! Every boy needs to know boats!" At least that was something Mother Barton had not thought of—yet.

Fay hustled through with her morning work and lunch. Then she bundled Rodney into his stroller, as soon as his nap was

over. Deliberately she wheeled him in the opposite direction of Mother Barton's house. Fay was bitter as she started toward the lake. "She is selfish! So selfish! She is possessive! So possessive!" Fay found the words fitting the rhythm of the stroller wheels on the sidewalk. She bit at her lip and fought back tears. This resentment for her mother-in-law was gathering momentum. How could she fight back? Should she, a Christian woman, fight back? Fay was puzzled and hurt. She was disappointed beyond words in what had become of her family relationship.

"Boats!" She said to Rodney. "See the boats!"

"Boats!" Rodney mocked. The blue of the lake and the summer breeze refreshed Fay somewhat. It was as if the wind from the lake swept the cobwebs from her brain. She felt much better.

John was late for supper that night as Fay had expected. He worked late. Also, he stopped to prune Mother Barton's apple tree. He was sweet and unsuspecting. Fay could never find words for the awful thoughts that went through her mind that day. Secretly she felt a little more satisfied for having broken the routines of walking past Mother Barton's house on their afternoon outing.

Sunday morning, Fay put Rodney's new knitted suit on him.

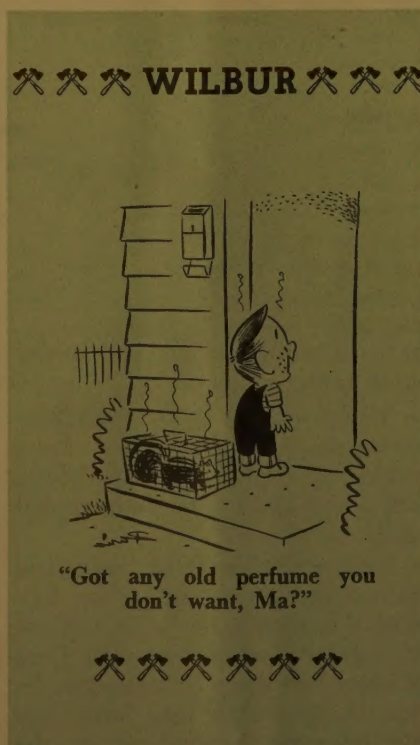
"He looks like quite the dapper little man," Fay laughed. Then she put his little blue cap atop his head.

"He'll be a heart-breaker," John grinned. Then he carried Rodney to the car and opened the door for Fay. They picked up Mother Barton as usual that Sunday morning.

Mother Barton seemed a bit less talkative. The morning seemed warmer than the ones previous. Everything was all right. Fay was glad to be alive—glad to have John and Rodney.

Mother Barton held out her hands for Rodney to come to her when she sat in the back seat.

"Oh, I'll hold him," Fay said hastily. "You—your dress may



Mother Barton placed one package near the cake. The other package she handed to Fay. "I brought along some of my fresh bread, Fay," she said. "I still enjoy baking once in awhile even if there is no one else to bake it

Fay blushed at the sight of a tear in Mother Barton's eye. "God forgive me!" she breathed. She had been selfish with John! For the first time in weeks Fay felt contact with God. A smile blossomed and she said, "Young mothers, older mothers, it makes little difference. It is difficult to realize that children are a trust from God—and not our own, at all."



A diamond-shaped diagram, likely a Masonic emblem. In the center is a torch with a flame, positioned over an open book. The book contains text in two columns, written in a Gothic script. The diamond's border is composed of a series of letters and symbols, including 'G', 'D', 'C', 'H', 'I', 'T', 'Z', 'Y', 'A', 'E', 'O', 'Y', 'A', 'E', 'Y', 'O', 'S', 'I', 'C', 'A', 'Z', 'O', 'P', 'I', 'M', 'P', 'O'. The background of the diamond is filled with radiating lines.

If you would like to use King David's perfect lighting system as he described it in Psalm 119:105, start at the "T" at the top and then, going backwards, take every nineteenth letter until you have used them all.

Answer: "Thy word is a lamp unto my feet and a light unto my path" (Ps. 119:105). **KJV**

IS EVERY OTHER TEENAGER DOING IT?

by Elaine Holcomb

Illustrated by
Art FitzSimmons

"EVERYONE ELSE IS DOING IT!"

The parents of teen-agers hear this often. It is the refrain that follows many of the "I want," "I am planning," "I need" stanzas in a teen-ager's "Ode to Mom and Dad." "Dad, I've got to get a new frock for my class party, everyone else is." "Well, Mom, I have to drag race with our car, everyone else is doing it."

What does this "everyone else is" mean? How valid is it as a reason or justification for a teen-ager's doing this thing, that thing, or the other? Is everyone else doing it, or is this only a coercive lever a teen-ager uses to counter parental questions and objections. If everyone else is doing it, how much influence should that be allowed to have on what a teen-ager decides to do, or is allowed to do with parental knowledge and consent?

An effort has been made to discern how seriously teen-agers regard this "everyone else is." Over 1,200 middle teen-agers in churches of a large United States city were asked: "Do you feel that you should be able to do things just because 'everyone else is'? Yes or no? Why?"

The answers of the young people point out the following things. Many of them do use this plea chiefly as a lever to help them get their way with their parents. Nearly three-fourths of the teen-agers queried do not want, always, to do what everyone else is doing. Less than one-fourth of the young



The author is a mother of two teen-agers, and has done graduate research at Southern Methodist University.

people queried feel that they should be able to do what everyone else is. These young people are motivated more by a desire for group acceptance than by personal preference.

Consider some of the answers that indicate that "everyone else is doing it" is often a lever with teenagers. Asked if they really believed they should do a thing just because others were, they made replies like the following.

"No, but it is a good excuse to get my way."

"I use it as a good excuse to get my way."

"Sometimes 'yes,' but that *excuse* should not be the basis for any action."

"I'll say this much. I don't use that as an excuse for being able to do some things. For one thing, everybody usually ends up being only a few."

"No, I have already worn out that excuse."

The large majority of the young persons who claimed that they did not feel that they should always be able to do what everyone else was doing gave numerous reasons for their answers. Consider ten of the most typical explanations of those who answered "no." These reasons are listed below in order of the frequency of their appearance in the questionnaires.

"It may be wrong."

"Everyone else does not make it right."

"People should be different and think for themselves."

"It may not be right for me."

"I like to be different and thought of as an individual."

"People are different."

"It could cause me to get into trouble."

"I may not want to do it."

"What everyone is doing is not always the Christian way."

"I like to make my own decisions."

Some of the young people went into greater detail to express their reasons for feeling that they should not always follow the crowd. A junior high girl stated:

"I feel that we, as teen-agers, are no longer children in the way that we have to dress, act and do a thing just because everyone does it. Our parents usually know what is best for us and I feel that we can trust them to tell us what we can and cannot do."

A senior high girl insisted that she believed that:

"People should make their own decisions based on their beliefs and concepts of right and wrong."

Another girl answered, "no," she should not expect to do what everyone else does because:

"What everyone does may be the wrong thing."

However, this girl admitted:

"I sometimes wish that I could do what everyone else does."

A dislike for group action or the "herd instinct," as some referred to it, was expressed by two senior

high boys in the following statements.

"Not necessarily [should I do things everyone else is doing]. If I want to do them, yes. I generally frown on 'group strategy.'"

"An individual has definite responsibilities that cannot be met through *group* decisions."

The less than one-fourth who answered "yes," feeling they should do what everyone else does, did not offer as many different reasons for their answers. Their five most typical and frequent answers follow.

"I don't want to miss the fun or be left out."

"It must be right if everyone else does it."

"If I think that it is okay."

"I don't want to be called square."

"My crowd does only the right things."

A senior high boy who said that he wanted to be a minister wrote:

"To be able to live a life at school that is at all bearable, nonconformity is not the way to do it."

Two boys, one a junior high and the other a senior high, expressed similar things in their answers:

"In the crowd at school if you try to be different, you are classified as an odd-ball."

"Yes, I want to do what everyone else is, because it's no fun to be an odd-ball."

Only two students out of the entire group questioned insisted that they wanted to "do as I please."

Nearly 8 per cent of the group of young persons queried either did not answer the question "Do you feel you should be able to do what everyone else is?" or replied that, "It all depends." This was expressed by one girl as follows:

"Sometimes. There are some things that everyone else may do that are wrong. Yet sometimes a person might feel 'left out' if they are not allowed to do (harmless) things that the crowd is allowed to do."

One of the older boys wanted to do what his friends did:

"At times. Because the age we are now approaching is one in which we don't want to feel different to a large degree."

All of the answers seem to indicate that young people today are thinking for themselves and that many of them want to do what is right. It deserves notice that the majority of the church youth questioned in this survey indicated that they did not always want to conform. This could be because they have been strengthened by both home and church to think and to act for themselves. This could indicate that church young people have learned the worth and dignity of the individual. Yet, the fact alone that they do not always want to do what everyone else is doing does not necessarily protect them from yielding to group pressures.

(Continued on page 28)

WHEN A FATHER COMES HOME

by
Mildred M.
Merrifield

"MOM! MOM! DAD'S HOME!"

Robbie skidded through the kitchen and out the back screen door, flinging himself at his father with such force that both nearly went down in a heap.

Still in a half-crouched position my husband grinned at our four-year-old, who was dancing just out of reach and with the toppled Air Force cap on, and said, "All *this* from one! I thought I'd been hit by a train! Where are the other two?"

From a neighbor's yard, seven-year-old Mickey yelled, "Hey, Dad! We've built a keen fort—come see!" and two-year-old Susan Kelly gave an ear-splitting shriek as she scrambled out from behind a bush, but, for once, Robbie had his father's homecoming to himself and was trying to make the most of it, his eyes sparkling mischief.

Bedlam breaks loose at 5 P.M. daily and lasts thirty minutes until dinner is on the table. There is an hour of "playing with Dad" before bed but homecoming is *special* with the day's events spilling out all over the place as three children talk at once.

Perhaps no one in the world feels lonelier, surrounded by so many, than a father returning to a house where no one seems to notice him except as a provider. We wanted the children to feel the wholeness of our marriage, to find a sense of sharing in our love for

each other. To think of us as a unit, each as important as the other.

There were little things to remember that were mother's job, being at the heart of things, so to speak: such as, refraining from making some decisions so a father might come into focus as the important guy, portioning childhood's fix-it jobs to just the right amount of "Father can handle that better than I can," even if it is only a screw to be tightened or a tricycle to oil. Father likes to do things with his hands and takes joy in teaching the children to do things for themselves. It is during these sessions that the children put tongue to the thoughts that have filled their heads all day and that would never come out through questioning.

Father remembers all he reads with photographic clarity and injects bits and pieces of history, legend and biblical lore in such a way that even Susan Kelly can understand and find them fascinating. Mother may have these same thought-provoking matters filed away in a mental drawer somewhere, but they have a way of rattling right out of her head after the tenth time Robbie has climbed

the forbidden tree in the flower garden or the baby has carpeted the kitchen with all the clean dish towels.

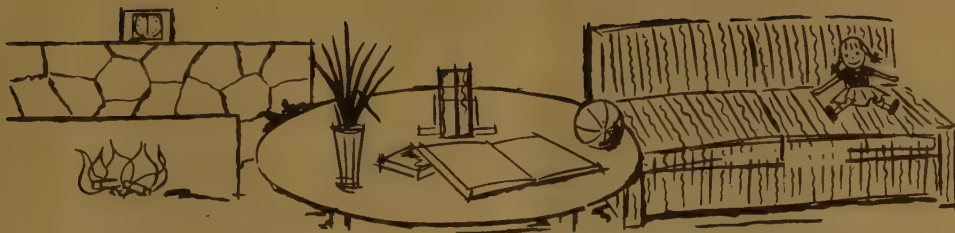
When the boys were babies, conditions required father to take over the "night shift" with the children. As a result, he now says ruefully that "from breakfast 'til dinner, the only word they know is 'mama' but from dark 'til dawn it's 'daddy.'" Still, he would not change it. Fathers, too often, miss out on these early years—the feel of warm, clinging little bodies in the night, the small head snuggled tight against the neck. Since they miss out on the playtime hours as well, there remains only from one to three hours in the evening, plus whatever weekend time there is, often taken up with man-of-the-house chores that no one else can take care of. It is understandable how father and child might become almost strangers during the time of life when close rapport should be established if it is ever to exist.

For a father to be close to his children, identified with intimate daily needs that they can comprehend (rather than simply financial arrangements which they can

(Continued on page 28)



—Photo from the Author



for parents

FAMILY WORSHIP

Margaret Ann Dickerson, the mother of four children, was disturbed. They had been up again last night with Tim, the youngest. He was so afraid of the dark! As a last resort he was too often tucked in bed with them. As she went about her work she continued to think of her problem. What was wrong? All of her children were afraid of the night.

A New Idea

A few nights later at a meeting of church school parents the devotional chairman said, "Let's go outside for our closing worship. It is such a beautiful night and we can sit on the church steps."

She read from memory one of her favorite and "most comforting," she said, passages from the Book of Psalms:

"The heavens are telling the glory of God; . . .

Day to day pours forth speech,
and night to night declares
knowledge."

The chairman went on, "This is a good night for us to look up at the heavens and talk informally about what the night sky says to you and your families. In our family we like to go out in the back yard on clear nights and look for new and old star patterns. When our children were very young we began to help them to see the wonders of the nighttime sky and to be happy when it was dark. God's love and care seems so close to us as we sit together, quietly watching the beauty of the sky.

One after the other spoke up. Some told of childhood experiences; some pointed out their favorite stars. As Margaret listened she began to see that she was leaving something very important out of her children's lives. Why had she not thought of this before? Was it too late? At least they could try.

God's Glorious Plans

The heavens *are* telling, both night and day, the glorious plans God has for every man, woman, child. Listening is something we do too seldom these days. We rush here and there; we forget to look up both for the beauty that is there and the wonderful spirit of peace and calm that can enter our busy lives as we look to God for strength and guidance.

Recall some of the beautiful sunsets you have seen.

No two are alike. "Day to day pours forth speech" in the beauty of the sky. When we were children, we gathered on the front porch each evening to watch the sunsets. "I see a boat," "I see a horse galloping," "I wish I had a dress the color of that cloud," were some of the exciting bits of conversation that went around the family circle. Nighttime was something we looked forward to, a family sharing time.

How Much Do We See?

Sometimes teachers ask children who have ridden two or three miles through beautiful springtime scenery what they saw that told of spring. More times than not, they can think of nothing. Why? Because busy parents rush to their cars, go quickly to church with no time or thought of the opportunity of pointing out the beauty of the unfolding new life about them. We miss so many chances to plant lifetime thoughts in the minds of our growing families. A walk to the corner mailbox can be exciting if one takes the time to look and listen as God speaks to us on every hand. A five-year-old's comment of "Sometimes when I am outside playing I thank God

for my eyes," is a testimony of a Christian home that took the time. The changing of seasons is a miracle of nature that never grows old. Leaves whirling around our feet as we walk, birds coming back to build their nests on just the right day, with just the proper materials. How do they know? God is speaking. He wants to tell our families of his love too. Listen!

The heavens *are* telling. "Day to day pours forth speech." If our children are to know and love God, feel safe and happy in the nighttime and during the hard times that come into our lives, we must begin when they are very young to teach them to listen as God speaks through the miracles of nature about and around us.

The next four pages contain resource material for family worship. (K) indicates fitness for preschoolers, (P) primaries, and (J) juniors.

Unless otherwise noted, all the material on this and the next four pages was prepared by Pearl Barnes Smith.

**Theme
for June:
"The Heavens
Are Telling"**



—Luoma Photos

The Sun at Work (P,J)

David was looking rather glum at the breakfast table. "The sun woke me up," he declared rather disgustingly.

Susan looked up. "It's a good thing something woke you up. You did not answer me when I called you the second time," she said.

Mother smiled. "The sun does lots of things besides waking boys and girls who are sleepy heads. Every form of life needs sunlight. God knew what he was doing when he made the sun."

David began to be interested. "I know some things about the sun. We learned them in school. It is a great big ball of white-hot gas. I'll bet it is more powerful than the hydrogen bomb, if it wanted to blow up."

"It is, David," said Daddy. "The sun is so bright that if you would look at it directly it would damage your eyes permanently. Our eyes are one of our most precious possessions and we must treat them with care."

"People used to use the sun to tell time," Susan said with a laugh. "Mrs. Jones has a sundial in her garden. If you know how to read it by watching the shadows you can tell time, at least you ought to know when it is time for dinner, even if your stomach did not tell you."

"Another thing to remember," said Mother. "The sun is always shining somewhere, even when it is not here to wake David."

"Yes, even behind the clouds, so the pilots say," added David knowingly.

"Yes, it is," Daddy said seriously. "God knew that his world needed the sun, so it was a part of his plan. It is a good plan."

A Bible Poem

*The heavens are telling the glory of God;
and the firmament proclaims his handiwork.
Day to day pours forth speech,
and night to night declares knowledge.
There is no speech, nor are there words;
their voice is not heard;
yet their voice goes out through all the earth,
and their words to the end of the world.*

*In them he has set a tent for the sun,
which comes forth like a bridegroom leaving his
chamber,
and like a strong man runs its course with joy.
Its rising is from the end of the heavens,
and its circuit to the end of them;
and there is nothing hid from its heat.*

—Psalm 19:1-6.

Prayer: Dear God, we are glad for your plan for the heavens and the earth. We know that every part of your world is an important part of your plan. Help us to see the beauty and to hear the voices of nature that tell us of your love. Amen.

Friendly Greeting

In the morning sun
The flowers look new,
Their faces washed
In sparkling dew.

They seem to smile
and gaily nod;
I think they say,
"Good morning, God."

—Florence Pedigo Jansson

The Sun Washes and Dries! (K)

The twins, John and Jane, were helping Mother pick flowers. They were carrying the basket. As Mother laid a lovely red rose in the basket Jane said, "Look, it's face is all wet! Do flowers wash their faces, too?"

Mother smiled. Sometimes she had to remind the twins to wash. "God sends dew for the faces of the flowers. Look, it is on the grass, too. God has many plans for his world."

John looked at the dewy rose and asked, "How does God plan to dry their faces? Do they have towels like we do?"

Mother pointed to the early morning sun. "Remember how warm the sun felt yesterday? You had to wait for the grass to dry before you could swing. God's sun is the towel for the world of nature. 'The heavens are telling the glory of God.'"

"I'm glad flowers have to wash their faces, too," said John as he picked up the flower basket.

A Bible Poem

O LORD, our Lord,
how majestic is thy name in all the earth!

When I look at thy heavens, the work of thy fingers,
the moon and the stars which thou hast established;
what is man that thou are mindful of him,
and the son of man that thou dost care for him?

—Psalm 8:1, 3-4.

I Know

I think I know
The reason why
Such loveliness
Is in the sky:
God made the moon
The stars, the sun,
His love shines down
In every one.

—Florence Pedigo Jansson¹

Nighttime Pictures (K)

Mother was cleaning a closet. John and Jane wanted to help. They were looking in boxes.

"Here's something I could use," said Jane, as she found a box of stars in the Christmas box.

Mother had a suggestion. "Why don't you get crayons and paper and make a nighttime picture?" she asked. "These stars will make a very pretty one, I think."

"That would be fun," said John, as he hunted for the paper. "Get some blue crayons, Jane."

Soon they were busy. "My sky looks just like night," said Jane. "I'm about ready for the stars."

"I need a yellow crayon first," said John. "My sky is going to have a big yellow moon. God put a moon in the sky."

"That's right, he did," Mother agreed. "Do you know why God put a moon in the sky?"

"No," John said, after he had thought for a while. "Why did he?"

"To give light at night," Mother answered.

Jane looked at John's moon. "I'm going to make a big moon, too, so my stars won't get lonesome. I'll put some people in my picture. They want to look at the pretty stars and moon at night."

"I like the night," said Jane.

"Me, too," said John.

"And so do I," Mother said. "I like it because it is pretty. But I like it for another reason. Can you guess?"

The twins worked away at their nighttime pictures. As they worked, they thought. Then John said, "No."

"Well," Mother told them, "I like night because it is a time for resting and sleeping. That is part of God's good plan, too."

David's Experiment (P,J)

David and Susan came rushing into the living room where Mother was mending.

"Where's my rubber ball? I'm going to show Susan an experiment I learned at school today!" said David excitedly.

The ball was soon found and Mother, Susan, and David went out on the side porch where the sun was still streaming in.

"Now watch," said David proudly, as he took the ball in his hand. He turned his face toward the sun and held the ball in front of him. "See, the part on my side is dark. My head is like the earth, the ball is the moon. Now it is the dark of the moon!"

"How do you make a half moon?" asked Susan. "That is what I like best."

"Just watch and you'll see," said David. He moved the ball to the right, then to the left. "This is half-moon."

"But why is only half of it there?" Susan asked.

"It's all there, all the time," David explained. "But only the part shows that the sun shines on."

"I like the full moon best," said Mother, and David proudly showed her how to put the ball in the full sunlight with no shadows, to simulate a full moon.

"The moon is one of God's creations," said Mother. "It is our nearest neighbor, even though it is a quarter of a million miles away. Our God has made a marvelous world, full of wonders."

—Josef Scaylea from A. Devaney, N.Y.



¹Reprinted from *Hearthstone*, copyrighted, December, 1957.

A Bible Poem

*"Can you bind the chains of the Pleiades,
or loose the cords of Orion?
Can you lead forth the Mazzaroth in their season,
or can you guide the Bear with its children?
Do you know the ordinances of the heavens?
Can you establish their rule on the earth?"*

—Job 38:31-33.

Lights at Night

For the stars that twinkle
Through the velvet night,
For the sky so beautiful
With their silver light.

For the little firefly
With its glowing spark,
Like a tiny candle
Winking in the dark.

For the pale moon shining
Through the poplar trees,
Splashing moonlight on the dark—
Thank You, God, for these.

—Dorothy Walter

Things To Do (P,J)

Read Amos 5:8 and Job 9:9 for other Bible poems about the planets.

Simple books on astronomy will be useful as you plan with your family some nights out-of-doors. *Fun with Astronomy*, by Mae and Ira Freeman; *The Stars for Children*, by Gaylord Johnson; and *The Golden Book of Science* are good books to own or to borrow from your public library. If you have already made a visit to a planetarium, this will be a big help. If you have not gone, do so if at all possible.

Watch for meteoric showers. They are exciting. Some families take trips to colleges where there are good telescopes. Perhaps one is near you.

The Dipper, North Star, Orion nebula, the Pleiades, may all be seen with the naked eye.

The Family

Plans for College (P,J)

David looked up from his science book. "Dad, I could use a good telescope to study the stars and do better homework."

"Son, the kind of telescope I'd like to see you use is expensive," said Daddy. "I have a pretty good idea, though. I think the whole family could enjoy it and learn more at the same time."

Susan came into the room to hear what Daddy was saying.

Daddy went on, "We could go to Cousin Mark's college. They have there a fine telescope and the public can use it. How about going this coming Saturday?"

David beamed. "I'll begin to jot down the things I want to look for. Will the kids be surprised when I tell them how I'm going to study science in college! At my age, too!"

The Big Dipper (K)

Supper was over. Mother, Daddy, and the twins, John and Jane, had finished the dishes.

"Let's sit in the back yard," said Daddy. The twins loved to sit in the yard with Daddy and Mother. It made the nighttime such a happy time.

Daddy said, "First, let's look for all of the things we see only at night."

John said, "I see my dog asleep in his house! He doesn't go there in the daytime."

Mother said, "I see shadows that are not the same as daytime shadows."

Jane looked up, "I see the moon. It makes the shadows, doesn't it, Mother?"

"I see a Dipper," said Daddy. "Show me," said Jane. "Me, too," chimed in John.

They looked carefully as Daddy counted the stars that made the handle and the stars for the cup. Sure enough, it looked just like a big dipper.

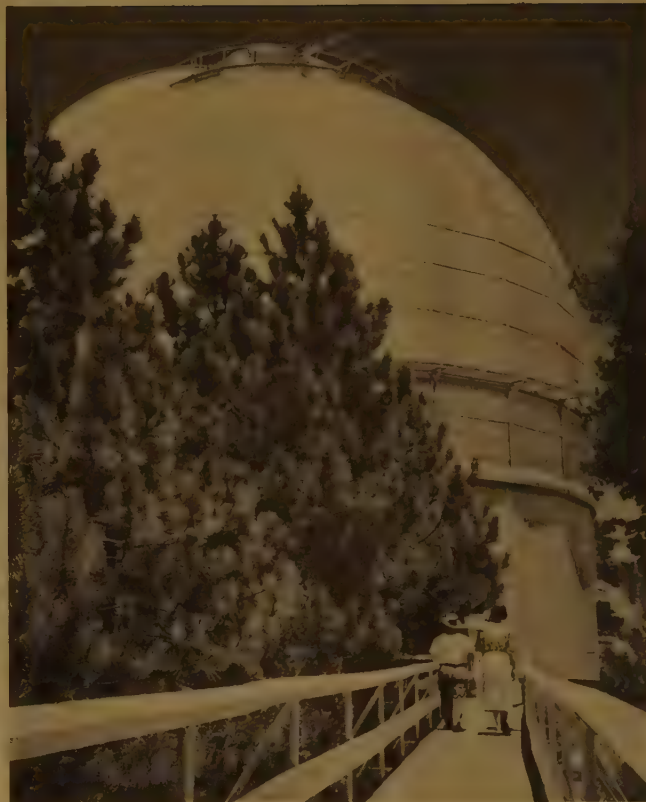
"Why do they call it a Big Dipper?" asked John.

"Because there is a Little Dipper, too. We will look for it when we are sure you can find the big one," said Daddy.

The family sat quietly looking at the stars. Mother put her arms around the twins, saying,

"For the stars that twinkle
Thru the velvet night
Thank you, God, for these."

It seemed like a bedtime prayer. John yawned sleepily.



—Lil & Al Bloom

Question-and-Answer Fun (P,J)

Now that you have had fun together, learning about the sun, moon, and stars, try to play a question-and-answer game.

1. What planet has twelve moons, three larger than our own?
Jupiter
2. What planet is closest to the sun?
Mercury
3. What makes a half-moon?
The earth's shadow on the moon
4. How long does it take for the moon to go around the earth?
28 days
5. What planet has rings?
Saturn
6. What planet has a temperature of 350 degrees below zero?
Uranus
7. What heavenly body is a great ball of white-hot gas?
The Sun
8. What planet takes the longest time to go around the sun?
Pluto, 248 years

—Don Knight

The Lord Is His Name (K)

John and Jane loved Sunday dinnertime. While the family ate, Mother and Daddy listened as Jane and John told about their morning at church school.

"I held the Bible today," boasted John.

"I helped read," said Jane. "We read about the Lord."

"And we sang my favorite song," said John.

Then both Jane and John sang, "Give thanks to the Lord, for he is good."

Daddy asked, "Do you know that you are singing a verse from the Bible? It is one of my favorites, too."

Mother looked at her family. "That's one of my favorite verses, too," she said. "The Lord is good. When I say those words, I think of many things. One I think of is that God gave me a family to love and care for."

John said, "I think about the sun and the moon."

"And don't forget the stars and the Big Dipper," said Jane.

"When you mention these things it makes me remember a verse we read 'O LORD my God, thou art very great,'" Daddy said. "A God who planned for such a beautiful world, for happy families, for churches and church school teachers, surely is a great God."

"I think so, too," added John as he took the last sip of milk from his glass.

A Prayer

For all your goodness and love,
O Father,

We give thee thanks.

For your plans for earth and sea
and sky,

We give thee thanks.

For the beauty of the earth and
the beauty of love,

We give thee thanks.

Help us to see and wonder and
praise thee,

The Lord is thy name.

Two Bible Poems

*For lo, he who forms the mountains, and creates the wind,
and declares to man what is his thought;
who makes the morning darkness,
and treads on the heights of the earth—
the LORD, the God of hosts, is his name!*

*He who made the Pleiades and Orion,
and turns deep darkness into the morning,
and darkens the day into night,
who calls for the waters of the sea,
and pours them out upon the surface of the earth,
the LORD is his name.*

—Amos 4:13; 5:8.

*Bless the LORD, O my soul!
O LORD my God, thou art very great!
Thou art clothed with honor and majesty,
who coverest thyself with light as with a garment,
who hast stretched out the heavens like a tent, . . .
who makest the clouds thy chariot,
who ridest on the wings of the wind,
who makest the winds thy messengers.*

—Psalm 104:1-4.



Sue to the Rescue

by Grace W. McGavran

"LET'S GO to visit Mr. and Mrs. Jones," suggested Daddy. "They are new people in our church. We should get acquainted."

"All of us?" asked nine-year-old Sue.

"Why not?"

Mother looked doubtful. "The twins are only five. They aren't very good at being quiet yet."

Daddy spread out his hands and wiggled his shoulders. "So what? The Joneses won't mind if they aren't still."

So all of them drove over to see Mr. and Mrs. Jones.

Alas! and alas!

Mrs. Jones was so fidgety she nearly fell off her chair being afraid that Betsy and Patsy would touch something or break something. Mr. Jones showed he wasn't used to children. He tried to talk to the twins and used such big words that they just walked away because they couldn't understand.

Mother looked distressed. "Oh, dear!" she said, under her breath.

Sue smiled at Mrs. Jones. "Mrs. Jones, may I take Betsy and Patsy out to play on the sidewalk?" she asked.

Mrs. Jones looked much relieved. Then she began to worry. "There isn't a thing I can give you to play with," she said. "I just don't have a thing."

"We can manage," said Sue.

"Thank you, darling," said Mother.

Sue took the twins outdoors. She went to the car and got a piece of twine she always kept in the car pocket. "Let's play horses," she said.

"Oh! Goody!" both the twins squealed. "Let us be the horses, Sue."

Sue tied one end of the twine around Patsy's waist, the other around Betsy's. She took the middle and was the driver. Up and down the sidewalk they galloped. Then they went more slowly. Sue called out "Gee" and "Haw" just like great-uncle Ben did on the farm.

Betsy and Patsy turned in the right directions. "Whoa!" shouted Sue. The twins stopped.

What fun it was.

At last the grown-ups came out from the house.

Mrs. Jones had a plate in her hand. "Can horses eat cake?" she asked.

"Sure!" said the twins and Sue together. "Thank you, Mrs. Jones."

Mrs. Jones had a huge piece of cake for each of them. "I didn't know children could act so nicely," she said. "Come and see me again. Next time I'll have a game you can play inside the house."

"That will be fun," said Sue. "We'll come again. We'd like to."

Happy good-bys were said. As the car carried them home Daddy smiled. "Sue came to the rescue! Good work, Sue. You helped Mr. and Mrs. Jones to like our church."

"I'm glad," said Sue, smiling happily.

"Let's play horses," Sue said.



Keeping Contemporary

by
Edward B.
Jones

The kind of world in which children are being reared makes an imperative upon parents and teachers to keep up—yes, even with rockets!



THE BOY SITTING ACROSS FROM ME at my desk had come with a problem. His parents did not understand him. He could not talk to them. They thought that the things about which he was concerned were things that a young person should not be troubled about. When answers were forthcoming from the parents they were usually "yes" or "no" with little or no explanation or discussion. We talked for some time about his school work, his hopes, his ambitions, his faith. We touched on topics all the way from John Stewart Mill's *On Liberty* to Einstein's theory of relativity. As he left my study he remarked, "When will parents ever learn that times have changed and things just aren't like they used to be when they were kids?"

The author is minister of Narberth Presbyterian Church, Narberth, Pennsylvania.

That is a good question—when will they? When will parents learn that the methods used by dear old Miss Freeland in the Oak Grove one-room school are not adequate to meet the needs of present-day children or young persons? Grandfather could remark casually that last evening he saw the doctor's new horse and rig, while today his grandson can remark, just as casually, that he happened to see the satellite pass overhead last night. Times have changed.

If Christian parents are going to fulfill their responsibility toward their children today, they are going to have to do some serious thinking about what our schools, both public and the Sunday church schools, are trying to do with our young people. They are going to have to consider seriously the kind of world in which their children

are being reared. They must become aware of the tremendous pressures being applied to their sons and daughters; pressures which they as young people never had to experience thirty or forty years ago.

First of all—let's face it—the contemporary approach to education has done almost a complete about face in the last half-century. Parents would do well not only to be interested in the marks Susan is making in English but also to be equally concerned with what Mrs. Green is trying to accomplish through her English class. Briefly, let us look at a few of the principles which govern modern education.

Our children are considered to be people, not miniature adults. Therefore their education is aimed not only at preparing them for the future but also at preparing them

to live now among their contemporaries. Children are people today, consequently anything common to their everyday life is legitimate subject matter.

Because children are people, modern education makes a decided effort to accommodate itself to the child, not the child to education. Today's classes are much less formal than they were several decades ago. Opportunity is given to the pupil to participate in the class through reports, questions, and projects. Children are made to feel more at home through the free-and-easy atmosphere of the classroom, where a feeling of "all learning together" is fostered. Parents should recognize that such methods as role-playing or buzz-sessions are not merely "newfangled" methods of keeping the children busy. They

have proved to be very definite aids to pupils in the learning situation.

Increasingly, efforts are being made to give the young person opportunity to develop at the rate best suited to his abilities. Provision is made in our better schools for an extremely bright youngster to exercise his talents and not be hindered by the "class average." If a child's ability does not come up to the "class average," provision is made to provide the proper challenge to the youngster and to provide an attainable goal for him. Because contemporary education is an education for life, those programs which were once considered "extracurricular" are now an integral part of the over-all plan.

Not only educational methods have changed within the past few decades, but also the subject

matter has changed. Atomic reactors are studied in physics classes. Students in English classes are subjected to philosophers and authors, who, at one time, were only known to college seniors. The whole learning pace has been speeded up. Whereas it took us a year on a particular subject, the same subject is now taught in one semester, and with additional material. Recently a friend told me that his eighth-grade son asked for some help with a math problem. To my friend's surprise, his son was being taught a method of bookkeeping which he had learned when a junior in college! Jokes about father doing the kid's homework may soon be a thing of the past!

"The old order passeth away," and the modern parent will do well to keep abreast of what is

(Continued on page 28)

TWO-WAY CROSSWORDS

by Ollie James Robertson

Puzzle No. 1

1	2	3
2		
3		

- 1. Animal which gives us milk
- 2. A musical poem
- 3. Very little

Answers:

Puzzle No. 3 (rat, age, ten)
Puzzle No. 2 (pig, Ida, gay)
Puzzle No. 1 (cow, ode, wee)

The words that fit into these crossword squares are the same both up and down.

Puzzle No. 2

1	2	3
2		
3		

- 1. A hoofed animal
- 2. Girl's name
- 3. Happy

Puzzle No. 3

1	2	3
2		
3		

- 1. Small gnawing animal
- 2. To grow old
- 3. A number

How To Be Happily Married

by J. Francis F. Peak

—Courtesy of L. C. Lemons

Begin with a deep and a true love for each other

WHEN PLANNING FOR A SPECIAL EVENING SERVICE, called "Sweetheart's Night," I asked the married couples of our church to write out two or three things which, from their experience, help to make married life happy.

It seemed like a simple question, but it evidently wasn't too easy to answer. The number of letters that I received was not large; and some of the replies, as well as some of the comments that folks made to me, indicated that the couples had never given any particular thought to why they were happily married. Wrote one woman: "It never entered my head before to think up any good reasons why my husband and I are happily married."

An interesting thing, however, is that from the comparatively small number of letters which I received there emerged as good an outline of how people can be happily married as one could derive from a sizable book.

To be happy, it appears from the letters, marriage must begin with *two persons deeply and truly loving each other*. "There must be love to start any marriage," wrote one woman, looking back

over more than forty years of happy married life.

In one instance, husband and wife wrote separate replies. The wife's reply was more detailed; but the husband explained their happy marriage in just two words: "My wife." In another instance, the letter reads, "Our marriage has been a happy one from the very beginning, for we started out with love as the controlling force of our lives. Love and kindness have made our life one long happy dream for fifty-four years."

Where there is true love, many imperfections in husband or wife can be overlooked or readily forgiven. One wife writes, "When we were first married, I thought we each had some faults that could be corrected if brought to light. So I suggested that we each make a list of the other one's faults and on New Year's Eve exchange lists. We did, and I had a nice long list prepared. I thought, 'Well, this will show something.' It did; for when I read my husband's list, it merely said, 'I love you too much to see your faults.'"

A happy marriage contains *shared interests and activities of a*

mutually enjoyable kind. There is generally trouble ahead when husband and wife begin to find their interests and activities moving in different directions.

From the vantage ground of forty-seven years of happy married life, a husband and wife began their letter with these words: "We have at all times shared each other's trials and troubles, and enjoyed each other's companionship wherever we may be or go." They also believe that children bring *a shared interest of the finest and strongest kind into married life*: "Our two children have been our greatest blessing during our married life." Another couple wrote, "Children brought much happiness, also many cares, keeping us so busy that we were never tempted to stray from the straight and narrow way."

Husband and wife, if they would be truly happy, must be *mutually considerate in all the relationships of life*. It is a wise as well as a loving husband who continues to be as attentive to his wife as he was in courtship days. Writes one appreciative wife about her husband: "He still maintains the nice little attentions

toward me that he did before marriage."

Another wife writes of the constant effort that she and her husband put forth to practice in the home the same courtesies that are shown to those outside the home. Still another wife writes that, after talking about the letter that they wanted to write, she and her husband "decided that the thing that has meant most to our happiness and contentment is that we try, every day, to be mutually helpful to each other. Sometimes it takes patience, sometimes sympathy and understanding, and other times, just plain hard work."

The writer of this letter is obviously right about "plain hard work," for another wife has made this appreciative remark about her husband: "He has always assumed the responsibility for the janitor work of the home with never a complaint."

One wife referred to a broadcast in which a prominent chef said that the secret of a happy marriage is for the bride to know how to make good sauces. Then she adds, "I'm afraid that wouldn't work out in my case,

because I learned a long time ago that the way to my husband's heart was not through his stomach, but through a firm massage of his tired, stiff muscles when he comes home from a busy day in the shop."

To be happily married, it appears from the letters, there must be *mutual respect, confidence, and trust of the highest order*. A number of the writers agree on this point: "Recognizing one's mate as an individual and not as a possession, having complete trust and belief in each other," says one letter. "Truthfulness, confidence in each other, respect for each other," says another letter. "Confide in one another, respect one another's feelings at all times," says a third letter. "We have always had faith and confidence in each other," says a fourth letter. "Avoid deception," says a fifth letter. A sixth letter, from a younger married couple, declares, "Our marriage was built on perfect trust in each other. Our trust is such that we have friends of both sexes, and are never afraid to accept invitations anywhere, as we are free to come and go alone

or together. We work to entertain each other's friends."

Husbands and wives must *know how to settle their differences in a friendly way*. Married folks who claim that they have never had a quarrel have either a poor memory or lack spirit; for two persons of forceful character, no matter how much they love each other, are bound to have differences of opinion.

The folks who wrote to me have had plenty of differences; but they have been big enough in spirit and Christian enough to know how to deal with those differences without letting them spoil their married life. One man uses the technique of silence, for his wife writes, "I have an affectionate husband who keeps silent when a disagreement verges on the brink of an argument." In another family, husband and wife have learned to talk over differences of opinion in a frank and honest manner, without anger.

Still another husband and wife give this as one of their rules: "Don't let differences of opinion hang fire. Settle them amicably once and for all." Then there is

A Love and Marriage Quiz

by Jane Sherrod Singer

The poets, dreamers, and sentimentalists have done a great deal to put dark glasses on people when it comes to romancing and marital bliss. Like the astronomer who fell in the hole because he was watching the stars instead of looking for the ruts, one needs to have eyes on the sky and feet on the ground. What do you think about these statements? Indicate with a check (X) in the appropriate column, those that are true and those that are false. (P.S. The answers are based on research studies . . . so look out.) (See Answers on pages 23 and 30)

	True	False		True	False
1. Children can weld a marriage that is having problems.	-----	-----	during courtship and marriage.	-----	-----
2. The ideal marriage has no problems.	-----	-----	7. In a secure relationship between married couples, there is no need for gestures of affection, such as kissing or a pat on the hand.	-----	-----
3. Sexual adjustment is a prime element in a successful marriage.	-----	-----	8. In most happy families there is a definite authority in the household.	-----	-----
4. Love conquers all issues between a boy or girl, man or woman, wife or husband.	-----	-----	9. It is desirable for husbands to be older than their wives.	-----	-----
5. For every person there is only one "soul mate" in a lifetime.	-----	-----	10. "In-laws" are the basis of many family problems and divorces.	-----	-----
6. Money issues are a major contributing factor to antagonisms	-----	-----	11. Women are generally happiest when they marry or go with men who are their intellectual superiors.	-----	-----
			12. If there is a death between a fiancée and fiancé, a wife and her husband, where there is great love, the living member of the team will seldom marry again.	-----	-----
			13. Opposites attract each other.	-----	-----
			14. "Absence makes the heart grow fonder."	-----	-----

the husband and wife who tell of this wise agreement: "We agreed never to remain angry for more than an hour. Then one or the other must apologize. Generally, we laugh and both forget it—not giving in, but forgetting it entirely."

Those who enter into marriage must have *a will to succeed, a firm intention to make their marriage turn out happily*. It is for want of this spirit that many marriages are failing today. They are entered into lightly, the attitude being, "Well, if my marriage doesn't work out, I can get a divorce and try again with somebody else."

How different is the spirit reflected in this letter! A wife writes, "I think to make a success of married life you should put your whole heart and soul into your home and family and everything that you do. In a way you play the game of give and take." Is it any wonder that the husband added these words to his wife's letter? "My experience of forty-two years of married life has been very agreeable—due to a loyal and genial wife and putting our trust in God."

Catch the spirit, too, of this letter: "I don't think that marriage is a fifty-fifty proposition but the full-time job of one hundred per cent co-operation from both parties. Try to make your partner happy, and you'll end up happier."

A positive spirit toward the whole of life provides the right basis for married life. Another writer puts it simply, "to get pleasure out of performing my daily duties."

To be happily married, it appears from the letters, there needs to be *a firm undergirding of religion, the entrance of both husband and wife into the Christian faith and the Christian spirit*.

A stranger, not knowing the writers, and reading the letters, might have concluded that religion meant very little to many of those who gave their reasons for having a happy married life. Yet, all the writers are among the most regular in their attendance at church;

and they are genuine in their personal practice of faith and prayer. How is this slight reference to religion to be explained?

When I mentioned that few had referred to religion, one woman said that she had not written anything about religion because she felt that it might appear that she was trying to make a good impression upon her minister. When I remarked that apparently religion functioned as a morale builder in marriage and made possible the characteristics that contribute to happy marriage, she agreed at once that religion undergirds everything else.

There were, of course, some quite definite references to religion. For instance, one husband, already quoted, spoke of how he and his wife put their trust in God. His wife closed her reply by speaking of the grace of our Lord Jesus Christ which passes all understanding and endures forever. "We found Christian ideals very necessary to a happy home," was the simple but meaningful statement of one writer. At more length, one couple wrote, "We have asked God for his divine blessings over our home and ourselves, and to this we attribute our forty-seven years of happiness in our married life. We are asking the Almighty for the privilege of good health and strength to allow us to celebrate our fifty years of married life together."

Religion, taken earnestly and practiced to the best of our human ability, contributes more to happy married life than those who have never known what it means to live without Christian faith can realize. According to Dr. Hornell Hart, professor of social ethics at Duke University, religious people marry more successfully than do irreligious people.

"A truly happy marriage," said one of the letters, "has a lot of fun and laughter in it." It certainly does! Your marriage is much more likely to have fun and laughter in it, if first it has true religion—Christian faith and practice; the companionship of Christ; his saving grace and sustaining power.

Answers to "A Love and Marriage Quiz"

(See page 22)

1. *False*: Studies show that 50 per cent of all divorced couples have children. Dr. Mary Calderone in her book *Release From Sexual Tensions* comments that couples in real trouble who expect a new child to bridge gaps in marriage are likely to be disappointed.
2. *False*: Clark W. Blackburn of the Family Service Association says: "Certainly the majority of marriages are successful. However, any close relationship brings problems and perhaps marriage is the closest of human relationships. There are bound to be differences and major arguments at one time or another. Marriages tend to follow cycles. There are ups and downs of happiness and devotion."
3. *False*: Sex, according to Dr. Mary S. Calderone, is not the cure-all for a wholesome relationship between men and women. It takes mutual enjoyment and interest. According to Professor Bossard "Sex often has been unduly emphasized. . . . The force of romantic attraction defies intelligence."
4. *False*: Francis E. Merrill of Dartmouth College feels that relationships built on this idea are likely to run into trouble. Father John L. Thomas, Catholic family sociologist says: "Marriage involves living with a person, not just loving with him or her. Romance itself is not enough."
5. *False*: Professor James A. Bossard, University of Pennsylvania: "The idea that there is just one person fated for another is fiction. Behavior of young people belies this. They fall in love not for just once . . . but repeatedly."
6. *False*: Eugene Jonquet, Family Service Association, Spokane, Washington: "We rarely find that serious marital

(Continued on page 30)

1. God's Children, All

*Two meeting plans for parents' classes and discussion groups
based on the article "All Families of One Father," page 4*

Purpose

To help parents understand and find practical ways of resolving misunderstandings about people of other racial or cultural background. This discussion group should help parents discover acceptable Christian ways of teaching their children brotherhood. It is hoped that the meeting, itself will serve to enlighten parents, that they might come to understand that racial and social differences are no more dangerous or divisive of the human family than differences of personality and talent are to a smaller family unit.

Suggestions to the Leader

People have many approaches to the brotherhood of man. There are many degrees of understanding. The leader will have to use tact in his approach. Read the study article "All Families of One Father" and then write out the things you would like to see accomplished with this meeting. Compare your aims with the purpose stated above. Pray for guidance and inspiration to achieve these ends. Plan the meeting with these objectives or aims in mind.

There are several ways for the group to "get into" this subject. Here are some suggestions. A panel discussion, or role-playing of some incidents showing how people fear and distrust others who are different from themselves, would set the stage for a discussion of how everyday situations develop, and what Christians generally do about them. What should be done may then be discussed.

Examples:

1. A Negro family is moving in nearby, and you and your child

hear an un-Christian conversation between some prejudiced neighbors.

2. A birthday party turns out to be mixed, and one mother objects.

3. A child of another race persists in fighting with the other children at school, and seems to pick on your child in particular.

The group may wish to decide what their particular reactions would be and then draw constructive conclusions about how a Christian should handle the situation.

Another approach to this meeting might be an "I Remember . . ." period of sharing when those in the group relate interesting experiences they have had with persons of other racial or ethnic background. The purpose of this part of the meeting is to create a climate of warmth and understanding for peoples of the world. Someone from the South may remember the fine Christian Negro nursemaid of his childhood. Another may have had Spanish neighbors whose special holidays and festivals fascinated him. There may be veterans of the armed services who have vivid memories of unusual customs or heart-warming incidents they witnessed. These experiences should show the contribution someone made to the happiness, pleasure, comfort, or welfare of others. The leader may wish to ask some persons ahead of time to be prepared to enter this sharing period, so that this part of the program does not bog down.

The Meeting

Use fifteen or twenty minutes to set the stage for discussion, by the panel, role-playing, or "I Re-

member . . ." sketches.

After a short review of the pertinent material in the study article, lead into a discussion of the particular problems parents have when trying to teach their children brotherhood. Seek answers to such questions as these:

"Are there road blocks to such teaching in our community?"
"What are they?"

"What constructive ways may we find to detour or destroy these roadblocks?"

"Can groups of parents do more than single sets of parents?"
"How?"

"How can each individual set of parents supply a home atmosphere which does not foster prejudice or fear of others unlike ourselves?"

Jot down valuable suggestions or conclusions on the chalkboard. Past experiences of individuals exposed to the light of group guidance can bring about a desire for improved Christian parenthood. The early sharing in the meeting should be constructive, but the later discussion period can include actual emotional dilemmas in which the parents present find themselves.

Try to develop free exchange by informal room arrangement and an atmosphere of relaxed procedure. There may be some present who hold seriously differing opinions from those of the rest of the group.

Seek to help the whole group recognize that we are all at different stages of Christian development and that we must begin *where* we are to take steps toward achieving a completely Christian view. In summarizing, bring in these points:

(Continued on page 30)

2. This Is My Father's Universe

by Carol Albright

Purpose

This meeting should help parents become aware of their children's fears and insecurities in today's chaotic world, discover ways to help them find faith in God through knowledge of his universe, and to find personal security in its orderliness. It can provide ideas for family growth and fellowship through exploration and understanding of the world.

Suggestions for the Leader

Study the article, "All Families of One Father." Note the portions which apply to this subject. Have in mind the purpose stated above and then write down your desired aim or objectives for this meeting.

Prepare to review the pertinent points in the study article and create an awareness, by your remarks, of the special problems and fears confronting today's children. Note the special pressures brought about by the space age, threat of nuclear war, broken family ties, rootlessness, and a mobile population, as well as secularism, materialism, and other changes in values present today, which present to youth a picture of instability; an unpredictable, topsy-turvy world. Parents need to be fully aware of this nameless fear which pursues their children, and seek ways to establish an understanding of the basic securities of a God-created universe. Reality can be coped with if it is faced. It is the fear of the unknown which frightens, destroys confidence, and

causes the innocent child-mind to be filled with nameless dangers to his well-being.

Create an atmosphere for sharing in the room arrangement of the place where the group will meet. A circle sometimes makes for relaxed sharing because everyone can look into the face of those who speak.

If you use the panel discussion suggested below, make sure the members receive a copy of the suggested illustrations and points to bring out. They may use these as starters for their own ideas.

The Meeting

1. Present the review of "All Families of One Father."

2. Ask those present to reach back into their memories and share with the group some of their nearly forgotten childhood fears. Draw out the fact that these fears were mostly based upon the unknown, or something not fully understood. This period should provide further insight into the child-mind.

3. Select some fears mentioned (for example, fear of water or animals). Divide into smaller groups to discuss how such fear can be overcome. Below is an example of what a group may come up with. (Allow fifteen minutes for this.)

The child is afraid of water and his parents wish to help him overcome this fear. Play in the bathtub with mother supervising will be one of the early steps. The parents may secure a Red Cross booklet on teaching a child to

swim and make a game of the stages suggested by it. A family wade in a stream on a hike gives an opportunity to talk about the purposes of water. Swimming as a family in a private pool excludes the possibility of the child being frightened by public pool rowdies. Seeing others, whom he loves, swimming may help. Conversation about the importance of water to all life may include discussions of animal life in water, or of how ice or clouds or snow forms. Trips to see attractive lakes, rivers, water power plants, and other places where man's control of water contributes to his well-being are of value. Someone may bring out the truth that the child can learn to overcome his fear intelligently while being taught reasonable caution and obedience to the laws of nature which will help protect him in relation to his fear.

The fact that the "Giver of all life," thinking about our needs provided for them, at least in part through our water resources, can center the child's consciousness and appreciation upon God. Water provides beauty, recreation, transportation, food, and drink for man.¹ Since it is life-giving, it need not be feared. Proper respect for it and obedience to simple laws of nature will insure that it will continue to be a blessing and not a threat to the child.

4. The groups should come together and brief the whole group on their discussions.

5. A panel discussion may follow on: How we may teach our children faith in God and the basic orderliness of the world. You may wish to bring out some of these points.

- a. A farmer plants, tends, and harvests every year sure that, as in all of history, God will provide the seasons in proper order, and the sun, rain, and process of growth for his crop.

- b. Continuity of the universe may be brought out by such illustrations as the faithfulness of the sun rising in the east, regularly

(Continued on page 30)

¹Water for the World by Elizabeth S. Helfman, Longmans, Green and Co., Inc., \$3.75, would be helpful for appreciation of water.

1. Is Your Education Obsolete?

by Edward B. Jones

*Two meeting plans for parents'
classes and discussion groups*

Purpose:

To help parents understand the implications and meaning of some of the changes that have taken place in education and how they may better help their children in their growth and development.

Preparation:

A. A Chairman (or a couple would do nicely) should be selected well in advance to contact someone active in educational work: a public schoolteacher, principal, or director of Christian education. They should be asked to speak specifically on the following questions:

1. What are some methods used in modern education?
2. What do these try to accomplish?
3. How successful are they?
4. What part can parents play in modern education?

B. A devotional leader should be secured to conduct the brief devotional part of the meeting.

Philippians 3:8-17 might be used as the basis upon which to build the devotional. (1) Emphasize Paul's willingness to leave behind what he had been and had done. Relate the truth that many persons seem to want the teaching of their children to be given in the same manner in which they were taught. They would like to see learning accomplished in the same way that they learned. Such an attitude only closes the minds of persons to God's new revelations that are constantly being revealed

in the minds and hearts of teachers and leaders of our day. (2) Emphasize Paul's willingness to make the effort demanded for growth: "straining forward to what lies ahead." To grow, a person generally has to put forth considerable, disciplined effort.

- C. Families should be contacted by postcard with a request that parents try to ascertain some of the methods used by teachers today which were not in use several years ago. This might be done through classroom observation, conversation with children or teachers, or by looking over some of the classroom material used by the children.
- D. Either the chairman or someone else should be prepared to introduce the speaker and to moderate a discussion period following the talk.

The Meeting:

- A. Greetings at the door
- B. Devotions (10 minute maximum)
- C. Speaker (20 to 30 minutes)
- D. Discussion based on the speaker's remarks or through buzz-groups raise points for further discussion by the speaker and the parents.

Alternate to Preparation "A":
If no speaker is available, a well-prepared moderator might lead the meeting by listing all of the various methods which parents have found to be in use in schools which their children attend. The moderator would try to draw out from the group the possible purpose and use of these methods. The above mentioned questions could act as a guide to the moderator and as an outline of his purpose.

2. Understand Your Child

Based on the

Purpose:

To help parents understand the pressures which bear upon their children in order that they may give better understanding and guidance to their children in the confusing times in which we live.

Preparation:

A. Secure a home for the meeting which has a wide-screen television available. Arrange the room so that all can see the TV set in relative comfort. Provide pencils and lap pads for those who might like to make notations during the TV performances.

B. See suggestions for the devotional under Preparation "B" of the meeting on the opposite page and entitled "Is Your Education Obsolete?" The devotional leader might use the same passage of scripture and a brief summary of the two points given with the following additional point. In order to grow in wisdom and understanding of the times in which one lives, it is necessary that a person must be willing to accept help outside of himself: "Not having a righteousness of my own, based on law, but that which is through faith in Christ . . . that I may know him and the power of his resurrection, . . . because Christ Jesus has made me his own." Hence it is necessary that one rely upon the best understanding and accomplishments of the times, but measured in worth by the standard of Christ and further heightened in meaning through God's revelation in Christ.

C. The meeting should be

planned for an evening when one or two popular television programs are being presented. These should be programs which are usually watched by children or young people.

D. A chairman should be secured to introduce the purpose of the meeting and to guide the discussion following the programs.

1. The purpose of the meeting is to determine, as far as possible, the kind of influence these specific programs might have on children and young people. The members of the group should be asked to keep the following in mind as they watch the programs:

- a) What positive influence might this have? (Specific examples)
- b) What negative influence might this have? (Specific examples)
- c) What was the over-all purpose of this TV program?
- d) What was the general philosophy of life presented?
- e) What various reactions might children, young people, and adults have?
- f) Were the commercials in any way aimed at children?

2. The chairman should also keep in mind any influences or pressures which were a part of the drama or program being watched.

The Meeting:

- A. Greetings at the door
- B. Opening devotional and in-

(Continued on page 30)

Climb l i m b Y o u r F a m i l y T r e e

by
Jean Leedale
Knight

THE WORD "COUSIN" seems to hold magic to a child. When my little girl came home from school announcing "Barbie's my *cousin*!" I knew that, for today at least, Barbie (or Sue, or Mary) was elevated from the ranks of mere friend to someone special. Of course, these relationships were as unpredictable as they were unfounded. But "cousin" was a title not to be treated lightly.

In moving to new towns and schools frequently, I sensed in our children a need for something solid to hold on to, to talk about with their friends who had relatives right in town. So we began seasoning the mealtime conversation (using the term wishfully) with stories about their very own cousins. Those boys and girls living at a distance began to come alive as we talked of their homes and their parents, our children's aunts and uncles. We read out loud bits of letters instead of keeping them just for adult reading. The interest created in these exciting *real* cousins started the children on writing to them as pen pals. And (let me confess) it spurred my correspondence on, too. I wrote chatty letters to distant relatives instead of just the annual few words on a Christmas card; and received in return, news of their branches of the family to pass on to my own little brood. All this made names come alive into real flesh-and-blood people in my children's minds, giving them a feeling of belonging to a family we could discuss intimately, if not visit in person. In this way, our family affairs became just that—family affairs.

Apart from bringing their contemporaries into focus as real people, children have a right to know their heritage. They ought to know the stock they descend from and the part their forebears played in pioneering and developing this country. History will come alive in your children's minds if you tell them stories of their ancestors and the foundations they laid when this land was young.

Tracing your own family tree will bring to light a lot you did not know yourselves. Old deeds of land, birth and marriage certificates and old Bibles will give you valuable information about people who lived and fought and worked for their ideals, giving them full dimension instead of a mere almost-forgotten name. If possible, talk to the oldest members of your families—both sides—as they spin tales of the past (and all old people love to reminisce) you will pick up many a gem of personalized history to bring into table talk about family matters.

Your local librarian will suggest several good books on the subject of tracing family trees if you grow really keen on the project.

Without going too far back into the past, you can give your children a feeling of solidarity, a unity with the present and a pride in the past by climbing the family tree. It's assuring in these days of change and uncertainty, to know that all the branches of your family tree are grafted to the straight main stem, and solidly rooted in the good earth of our land.

◆ Keeping Contemporary

(Continued from page 20)

happening in the new order. It is difficult, if not impossible, for us to imagine the great forces at work on our children. Pressure from classmates, usually quite unintentional, to conform is constantly with our children at all ages. Scholastic competition is even keener today than it was only a few years ago. College classroom space is not keeping up with that needed for our graduating seniors, thus making it increasingly difficult for a young person to get into the college of his choice unless he is an especially gifted individual.

All of these pressures are forcing our children to grow up too fast. Often by the time a teen-aged young person enters high school, there is little in life which he has not yet experienced, if only vicariously. Television brings the world—both its good and bad features—into our living rooms, and often to our dinner tables. Last spring a parent noted with alarm that her little boy, who was being promoted from kindergarten to first grade, was required to wear a cap and gown, small size to be sure, and to pay a diploma fee! Dances are held for third and fourth graders, and in many sections of the country a young person who does not go steady by the time he or she is at least a sophomore or a junior in high school, “just isn’t with it.”

Our children desperately need our help. How best can we give it? First, we must resolve that we will help our children live their own lives, not live their lives for them. Our faith must be sufficiently mature for us to do our best, and then we must commit these young lives into the hands of God. To do our best, we must know what our children are reading and watching. All too often we as parents answer questions which are not being asked. We make problems where there are really no problems. A parent should not be surprised if his offspring should some evening ask him just what is wrong with cheating in school. Really, the parent should feel honored that his child should come to him with his problem.

Parents might try reading some of the books assigned to their children, not the classroom textbooks, but the outside reading which is required. Make an attempt to see the same movies, and watch the same television shows as the children do. You will be surprised how easy it is to start a conversation using something which is common to you and to your child. Read and discuss some of the work that he is required to do in school. Seek out his opinion on social problems. Once his opinion is given, respect it.

We can have a better opportunity of being successful in guiding our children if we know the kind of world through which they must travel!

(See meeting plans on pages 26, 27)

◆ When a Father Comes Home

(Continued from page 12)

not), may not solve all of the ills that may befall a marriage, but the warmth of an eager welcoming home can prevent many of them. Certainly a mother who feels she does not carry all of the cares of parenthood alone can achieve greater compatibility as a wife.

Being a service family, there is the ever haunting specter of possible separations. Any day, any week may bring a separation of a year or more. Our children are young and the young forget and grow apart from an absent parent. That, we hope to avoid by building so many wonderful, exciting memories, such rich moments of sharing and solidarity that their hearts will bridge the gap.

Father, through his hours away from the children during the day, brings home a new era of tolerance when mother's is at its lowest ebb. Day-long questions are new for him, even intriguing. The children tussle and tumble with him, delighting in a scuffle, vie for the privilege of saying the evening prayer at dinner, though Susan Kelly offers little intelligibly other than a bowed head and “Amen.” After dinner is over, the last dish put away, and finally the little ones tucked into bed—all scrubbed and sweet—how positively angelic they look! How especially marvelous when a goodnight kiss is followed by a bear hug and a child's whispered, “It sure is nice to have Dad home, isn't it?”

I have to admit it. It sure is!

◆ Is Every Other Teen-ager Doing It?

(Continued from page 11)

Other nation-wide surveys also show that many boys and girls are definitely opposed to conformity but inevitably are conformists themselves. As a group, teen-agers have a social conscience. However, many young persons do not know quite what to do about social problems. Frequently they know what they are *against*. Rarely do they know what they are *for*.

Young persons find it difficult to live up to their own ideas. This was indicated by one poll of youth. Only 26 per cent of the boys questioned in this poll acknowledged that they approved of smoking. Yet, 52 per cent of them smoke. Only 14 per cent of the boys approved of drinking. However, 45 per cent of them admitted that they sometimes drink.

The pressure of the group and the fear of being called “square” or “odd-ball” causes young persons many struggles with themselves. Their desires for acceptance and status with their own age group are frequently at war with what they believe to be right.

A father of two teen-agers expressed his concern over such teen-age struggles. He asked:

“Which is best for our teen-agers—conforming or not conforming?”

This is a difficult question to answer. It cannot and should not be always an either/or proposition. The important thing for parents to understand is that it is in the home where their sons and daughters should develop their basic character. A Christian home should develop a youngster's ability to determine what is right and what is wrong in a given situation. The teen-agers need to be given help in formulating and committing themselves to certain basic Christian principles. They also need opportunities to observe other Christians who have committed themselves to God in Christ and are reflecting their commitment in their lives. Christian parents who hope their teen-agers will follow Christian principles instead of what “everyone else does” must set their teen-agers right examples, not yielding to wrong group pressures themselves.

Christian parents can help their teen-agers think for themselves and discover and develop their own particular interests and talents. Christian parents can help their teen-agers dare to be different. Even encouraging a teen-ager to display a bit of individuality in his or her manner of dress could be a step toward the young person's learning to not always do what everyone else is doing.

Christian parents can greatly aid their teen-agers by showing a genuine interest in the activities that their churches offer for youth. While parents cannot eliminate unfavorable group pressures at school and in the community, they can help to create and maintain a church youth program that attracts consecrated young people who can encourage and support each other in endeavoring to learn and do what is right rather than what is done.

Christian parents can help their teen-agers determine what they are *for* as well as what they are *against*. Then the young people will not only be able to resist always doing what everyone else is doing, but—and of greater importance—they will be prepared to live purposefully.

◆ Biblegram Solution

(Biblegram on page 2)

Solution: “I will call to mind the deeds of the LORD; yea, I will remember thy wonders of old. I will meditate on all thy work, and muse on thy mighty deeds” (Ps. 77:11-12).

The Words

A Clown	I Timid	Q Wind
B Eye	J Yo-yo	R Toll
C Field	K Thumb	S Worm
D Lily	L Eagle	T Storm
E Dime	M Shift	U Rented
F Liked	N Marsh	V Delay
G Hole	O Hold	W Talon
H White	P Stern	X Waded



Family Counselor

Should teachers encourage children to attend church worship?

Q I AM a teacher of primary children, ages, six, seven, and eight. Our minister has asked that the teachers do all they can to encourage their children to attend church services. It has been impractical for us to have an extended session of Sunday church school because of lack of space.

I am aware that all children don't respond to church services in the same way and that some children seem to be able to be fairly still and quiet much easier than others. However, I have felt that if the child was old enough to go to school, it was not asking too much to expect him to go to church.

The parents of my children do not want the child to go unless he wants to. First, they say that when they were children they were made to go and they do not intend to make their children go. Second, they say the children don't get anything out of the service.

When I ask the children in Sunday school about going to church, many of them say they can't go because their mothers don't go. How can I help the parents see the importance of the child being in Sunday school and church worship? Is my position in regard to church attendance wrong?

A LET ME express appreciation for the very sensible manner in which you are approaching the problem of church attendance for primary children. I agree with you that an extended session for these children is very desirable, a session in which there is ample op-

portunity for play, study, and worship on their level. Furthermore, I find myself tending to be in sympathy with your position that when there is not an extended session, a child who is old enough to go to school is old enough to go to the morning church service.

At the same time, there is a radical difference between the school and the church service. In the school, the interests and needs of the six-year-old are kept in mind. At the church service, on the other hand, much that goes on is incomprehensible to children and there is no opportunity for activity other than standing up and sitting down. It may not be quite correct to assume that because a child is ready to go to school he is ready to go to the morning worship service.

Neither should the assumption be made that the child gets nothing out of the worship service. If keeping still is not a great ordeal for him—and for some children it is not, as you note—he probably gets some satisfaction out of being with the adults in an experience that seems meaningful to them. The singing may have some appeal. If the child has had some contact with the minister so that he feels the minister is his personal friend, he may be inclined to listen to him, even though he does not understand much that is said. And it is hoped that the minister will use one illustration that children can understand.

If it is the family pattern to attend church regularly, it would

seem unnecessary for the parents each Sunday to ask the six- or seven-year-old whether he wants to go to church. Let it be assumed that everyone goes. There may be some remonstrance by a child who wants to go home to play, but if the objection is not too great, it can more or less be ignored. On the other hand—and this is important—if a child finds himself so restless in church that it is almost agony for him to be quiet, then another approach may be called for.

Some churches that cannot provide an extended session, nevertheless, have found it possible to get certain parents or other adults to take turns staying in the primary room during the morning worship service. Children may come there for a period of quiet play, storytelling, and reading, while their parents are in church. It would be unfortunate if such a provision would encourage a church to postpone developing a genuine extended session, but as a makeshift arrangement it can be of value.

You ask about how to enlist the interest of parents in getting their children to attend church school and church. Plan for meetings of parents and church-school teachers in which parents are helped to see what the church school is trying to do, and how they may co-operate with its program. If you get only a few of the parents together for such a meeting, you have begun an invaluable process that should lead to much closer church-home co-operation.

Donald M. Maynard

◀ 1. God's Children All

(Continued from page 24)

1. Prayer is helpful to finding a better personal understanding of brotherhood.

2. Children seem able to break down prejudices and misunderstandings by their simple acceptance of the good and worthy things they see in others.

3. Parents may be helped to better understandings by seeking to see the world's peoples, even as a child sees them—interesting and fascinating in their differences.

Each parent should take a few minutes at the close of the session to jot down ideas which he feels he can use to help his family grow in understanding that all men are brothers and sons of God.

Worship

A devotional period may be used either to open or close the meeting. It might include a litany expressing a desire for deeper understanding and better human relationships over all the earth, beginning in the homes of those present. Someone of another nationality might be present to sing in his native tongue, or otherwise make his own unique contribution to the worship experience.

◀ 2. This Is My Father's Universe

(Continued from page 25)

and on schedule. Basic forces of the creation have continuity.

c. Gravity, the position of the stars, vegetation, rains to replenish and refresh; all are conditions which continue through generation after generation as man lives and dies.

d. Survival on earth is easiest if we know and abide by the laws of nature set in motion by God at the time of the creation. Defying them often means disaster.

e. God has provided beauty, practicality, and mystery for man in the universe. He also has given man dominion over it.

f. Our minds can master and

control many of the forces of nature, now. Understanding and knowledge of the universe make us confident that God's over-all plan is that the universe should be man's abode while he dwells in the flesh. Insecurities and fears come and go while the basic laws of nature continue to rule the place where we live.

6. A brainstorming period may follow to suggest ideas for family activities to help provide opportunity for these teachings in natural experiences. Ideas should be made as rapidly as possible without discussion, until all ideas have been made.

Worship

A brief devotional service may close the meeting. It might be based upon the thoughts contained in Psalm 8 or Genesis 1:26-28.

◀ Understanding the Times

Your Children Live In

(Continued from page 27)

Introduction of the purpose of the meeting

C. Viewing the TV programs (two should be enough)

D. Discussion

E. Refreshments

Note: The programs watched and the time of the program will differ in various sections of the country. Perhaps one nationally televised program and one local program would prove good material.

◀ Answers to "A

Love and Marriage Quiz"

(Continued from page 23)

conflict is caused by financial problems. Such causes are most often found in the personalities of the couple, in traits and attitudes that cause them to maintain grievances and prevent solutions to problems."

7. *False:* Professor Reuben Hill, University of Minnesota:

studies show that open and sincere display of affection between family members—husband and wife, parents and children, brothers and sisters—can place a bulwark against unpleasant circumstances and aid in situations of stress or strain.

8. *False:* Dr. Hill's studies also indicate that the family-council type of control between parents and children will help in times of trouble or when making decisions.

9. *False:* One scientist says, "Age difference between husbands and wives is not a major factor in marriage adjustment. Being about the same age appears to be a favorable situation for happiness. But, you know, it is so difficult to get the true age from any woman who is over twenty-one!"

10. *False:* Marriage counselors feel, from their amassed reports, that "in-laws" are an excuse for bickering, such as in answer six. Basically, the basis for family problems and divorces is the inadequate respect, loyalty, and love between romantic partners.

11. *False:* Studies show that women wish to admire their dates or husbands but have the need to feel intellectually equal.

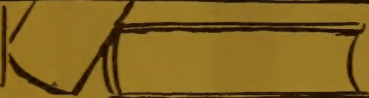
12. *False:* This is a legend of sentimentality. The man or woman who has been happily married, will very likely be the same person who is so well adjusted he or she will find a new mate or companion.

13. *False:* It is wiser to observe that happy relationships are based on complimenting each other rather than opposing each other.

14. *False:* This would be true only with people who are sentimentalists at heart. Distance, time, and money are considerable factors in courtship, say the studies. This is probably the reason for the counter poetic line: "A bird in the hand is worth two in the bush."



Books for the Hearthside



For Young People

The Long Cry (Concordia Publishing House, St. Louis, Mo., 147 pages, \$3), a novel, by Mildred Offerle was inspired from the biblical record of Jeremiah. Readers will recall that Jeremiah was the so-called weeping Prophet. Jeremiah longed for the people to heed God's directive, to submit to punishment for their sins, rather than to go down to Egypt, or try to make an alliance with Egypt. Israel was at war with Babylon at this time and many felt strongly that their own evaluations of the situation were better than that of the spokesman of God, Jeremiah.

How did the war affect the people at that time? The story of Miriam, her family, her friendships, though fiction, gives readers some insights as to the feelings, reactions, customs, and practices of that day. Miriam's adventures in her native land, on caravan trips, in the home of a Babylonian captain, and on the flight to her homeland are packed with experiences of fear, anxiety, warmth, and love and make interesting reading.

The story of *Petrus* (Longmans, Green and Co., Inc., New York, 176 pages, \$2.95) by Joseph H. Chipperfield is intended to show the steadfast companionship of dogs. In a way it is an appeal for better treatment of dogs, for they have feelings, too.

Petrus was born of a shepherd bitch, along with four sisters, in the Hill of Hebron. The Mother Dog had deserted shepherds to join up with a wild dog of the hills. Before his death at the hand of shepherds for having taken a sheep, he had taught the Mother Dog a few things about living in the hills. She had time to wean her pups before meeting a cruel death via a wild boar. Petrus and the four sister pups were thus left to shift for themselves. Readers will be interested in how the pups manage to get along with little or no training for living in the wild country. Petrus, alone, survives and is taken in by an old shepherd, Saul.

For Children

The story of Jesus never ceases to appeal to readers of all ages. A man especially qualified through his long years of service at Riverside Church in New York City and also through his skill

as a writer, Harry Emerson Fosdick, has written his account of the Greatest Person who ever lived in the book *Jesus of Nazareth* (A World Landmark Book, Random House, New York, 186 pages, 1959, \$1.95). The illustrations are by Steele Savage. The book has been done in conversational style. Juniors who read the book will feel that here is a person talking to them personally and telling them about Jesus Christ in such a way that they, too, can understand Jesus and his message better.

Rita Shields, teacher of children for twenty years, writes her first book *Norah and the Cable Car* (Longmans, Green and Co., New York, 150 pages, \$2.75). The setting is in San Francisco, where the author was born, and the book is colored with her Irish background. Norah is the sister of twins, Hugh and James. Grandpa is the driver of the horse car. Norah enters the step-dancing contest, sure to win this year. However, when the finals are called her number isn't among them. So, Grandpa reassures her that next year will be the year, and besides, there is too much to see at Woodward's Gardens; no time for weeping, if they are to take the ride on the street car with the carpet on the floor!

Set in the year of 1873, the story is most interesting not only in the plot but also in the little, but important events like lighting of lamps and celebration of birthdays. The delightful illustrations are done by Richard Bennett.

The author Hildreth T. Wriston introduces young readers (eight to twelve years of age) to Stephen and the Revolutionary War proceedings in the Champlain-Hudson Valley in *A Yankee Musket* (Abingdon Press, Nashville, 1959, 191 pages, \$3). Illustrations are done by Jo Polseno. Stephen had quite a typical farm boy's life—the hoeing, caring for the pigs, and doing the many odd jobs around the farm. One of his great thrills happened the day that he and his dad were hunting. Suddenly they came upon a deer—and his dad handed Stephen the gun! This was his big chance to make the shot good. The deer toppled over, Stephen had arrived! Country life was not peaceful and quiet, though, for there were continual rumblings of war. Word came that the Yankees were retreating. Stephen's

family packed hurriedly, but not fast enough. Indians and British soldiers captured his father. The power to do something—the musket—was in Stephen's hands. He just couldn't. What was one lad and a musket against so many? Maybe this was not the time to shoot. His mother's joy at seeing him later, confirmed his thoughtfulness. With his dad captured, Stephen has to take charge of the family and grow up fast. His story is one of courage, and will be appealing to young readers.

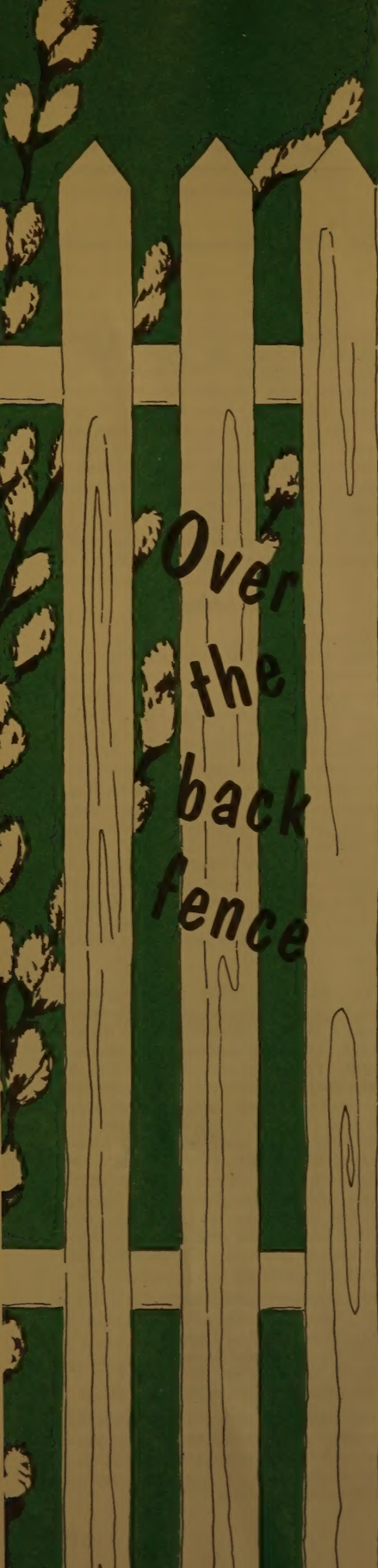
For Adults

Sooner or later a person faces a knotty problem concerning suffering, sin or evil. James E. Sellers gives the Christian view in his book *When Trouble Comes* (Abingdon Press, Nashville, 1960, 128 pages, \$2). The author is assistant dean of the Divinity School and assistant professor of theology at Vanderbilt University. He has written articles for many religious magazines. In this book, he considers the problems of suffering, sin, and evil in such a way that laymen can understand more of the nature of such problems and how to deal with them. At the end of each chapter, seven questions are asked to stimulate further thinking in this whole area.

On May 17, 1954, the Supreme Court of the United States handed down a decision declaring racial segregation in public schools unconstitutional. From that time there have been many major adjustments made in southern public schools, colleges, and universities. A very penetrating book that will help in the analysis of this problem of desegregation is *No South or North* (Bethany Press, St. Louis, 121 pages, \$2.50) by Roger H. Crook. Having grown up in the South, the author looks at this problem as one who has seen it in action. He asks and answers six questions:

- 1) Whence Came They?
- 2) Where Are They Now?
- 3) What Do You Think?
- 4) Does It Make Sense?
- 5) What Does the Bible Say?
- 6) Where Do We Go From Here?

Read this book to get a better understanding of the problem of desegregation and to understand better the Christian approach in dealing with tensions in this area in our day.



Over the back fence

What Wives Think of Marriage

Marriage in the United States generally represents a "good life" and it is good because husband and wife have learned how to collaborate successfully. This is the conclusion of two University of Michigan sociologists, who interviewed 731 wives around the city of Detroit, and 178 farm wives in southeastern Michigan. "The vast majority of marriages fulfill the participants' expectations," they report.¹

Who is boss in the family? The authors found the wives thinking that the most capable person usually performed that function. Although it has been believed over long centuries that families were mainly father-dominated there is very little real evidence that this was actually the case. Even in ancient Rome where fathers were supposed to have life and death authority over wives and children, Cato is said to have poked fun at fellow senators, saying, "We Romans rule the world, but at home every one of us is ruled by his own wife!"

The wives interviewed reported that 26 per cent of their marriages were husband-dominant, 20 per cent wife-dominant, while 54 per cent were estimated as 50-50 marriages. No husbands were interviewed in this study.

The study reports that the wives did not consider that a wife's working outside the home was a very important factor in the happiness of the marriage. Of vastly more importance was the work which the husband was engaged in for his income. Nevertheless, they said that disagreement over finances was the most important trouble spot in most marriages.

Second to financial disagreements was the matter of the management of the children. The main source of trouble here, according to those interviewed, was the fact that most of their families were too small, since the Depression had limited the size of their family circle. Three children

seemed to be the most desired number by these wives, with more than three children usually resulting in more problems.

The wives emphasized the need for companionship between husbands and wives. Most of them reported the tendency to grow apart during the childbearing years; with many this became a permanent estrangement.

The wives also reported the importance to them of the understanding and emotional support partners should give to each other. Wives want to talk things over with their husbands and the latter should provide the time, attention, and sympathy for this purpose.

The authors conclude that American marriage is certainly not on the verge of collapse. Husbands and wives would find it interesting and helpful to read this book and discuss it together. It could provide a basis for developing a stronger sense of companionship and understanding.

The Mental Health of Our Children

Do you believe that mental illness doesn't happen to children? You couldn't be more wrong! No age is immune to mental illness. It can strike anyone, anytime, in any walk of life.

How serious is the problem among our young people?

The National Association for Mental Health tells us that in 1960, twenty-five hundred children were treated in 40 residential centers which admit children with serious mental disorders. About 17,300 children and young people were admitted to state hospitals. More than 250,000 children, teenagers, and young people went for treatment to clinics.

Thousands more should have received treatment—and didn't! It is tragic that facilities are not available to provide the help so desperately needed.

All parents should be ready to give more support to improving our facilities for treating mental illness.

¹*Husbands and Wives*, by Robert O. Blood, Jr., and Donald M. Wolfe. The Free Press, Glencoe, Ill. Price \$5. 294 pages.

P O E T R Y P A G E



—Luoma Photos

Mommie, Where Is God?

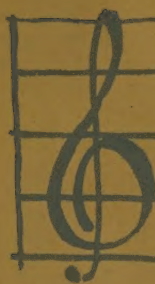
One summer day, as I was sitting on the grass enjoying the sunshine, my little girl asked me, "Where does God live?" I answered as best I could. I told Peggy that God is everywhere.

I feel thee in the gentle breeze
that blows along the shore.
I hear thee in the seashell with its
gentle sealike roar.
I see thee in the daffodil.
I smell thee in the rose.
I touch thee in the velvet coat of the
kitten's lovely clothes.

I find thee in the fresh turned earth
in tiny crawling things.
I see thee in the azure sky
with your lofty, spreading wings.
I hear thee in the voice of song,
And I see thee in the star
And I feel you close when a little child
asks me where you are.



—Ray Baldwin



RECORDS FOR YOUR SUMMER ENJOYMENT



Sing a Song with Guin^b: Guin Ream and The Collegians. 18 "Around the Campfire" songs are ideal for youth get-togethers or just listening. Hi-Fi, monaural, \$3.98

^bThis is a Bethany record.

Jesus Loves Me: Roy Rogers, Dale Evans and their family. The Roy Rogers family sing a selection of 12 wonderful church school favorites. Monaural, \$1.98



Garden of the Heart: Ralph Carmichael Singers. Glorious sound for moments of inner reflection are these 12 songs, including Shadrack, Whispering Hope, and The Peace That Jesus Gives. Monaural, \$4.98; stereo, \$5.98

Sing a Spiritual with Me: Tennessee Ernie Ford. Seventeen voices again blend with Ernie to produce the rich melodies and strong rhythms of these favorite spirituals in sing-along fashion. Monaural, \$4.98



The Lord's Prayer: Mormon Tabernacle Choir and the Philadelphia Orchestra, Eugene Ormandy, conductor. Here is a stirring cross section of Christian music that is both old and new. Monaural, \$4.98

Lullabies for Sleepy-Heads: Dorothy Olsen. A Bluebird record, this album gives children the enthralling art of storytelling with musical performances at their very best. Monaural, \$1.98

